

SHAPING THE FUTURE

**A Five-Year Plan for
Iowa's System of
Community Colleges**

**ANNUAL PROGRESS REPORT
to the
Iowa State Board of Education**

August 11-12, 2005

State of Iowa
Department of Education
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Introduction

“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges” Progress Report to the Iowa State Board of Education August 11-12, 2005

Background Information

(Background information is taken from the August 2002 Progress Report to the State Board of Education, “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges.”)

As Mr. Cal Callison, former State Board of Education member and chair of the Community College Council; former president of Southeastern Community College in West Burlington; and former principal at Winterset High School, reminded the State Board as the community college strategic plan was being developed, “It is important to remember that Iowa has a system of community colleges, not a community college system.” This distinction reinforces that Iowa did not create a highly standardized community college system, but designed a structure, which allows for significant autonomy, flexibility, and responsiveness. This design also allows for statewide planning, collective activity, and the sharing of resources, which are important in times like today when economic needs of the state require a broader response.

Iowa’s system of community colleges has become the largest provider of the first two years of undergraduate education, technical education, and workforce training and retraining in the state of Iowa. About 25 percent of Iowa’s adult population is annually enrolled in credit and non-credit offerings. In 2001, the community colleges began implementing its first statewide strategic plan.

The leadership and administrations of each community college aligned their individual community college goals and objectives with the state plan, and designed specific activities to move the state agenda forward; the Department of Education’s Division of Community Colleges and Workforce Preparation developed its annual objectives and work plan to be consistent with the strategic plan goals and initiatives; and the Iowa Association of Community College Presidents and the Iowa Association of Community College Trustees also developed and implemented priorities to accomplish these statewide goals.

This report provides an update of activities undertaken during FY05 by the community colleges, jointly and at the local and state levels, to accomplish the goals and initiatives of “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges—2001.” House File 2433 stipulated that implementation of the plan begin July 1, 2001. The plan was developed by the Stakeholders Working Group whose membership was defined by the legislation and included representatives of the following groups:

- ◆ Governor’s Office
- ◆ Iowa Association of Community College Trustees (IACCT)
- ◆ Iowa Association of Community College Presidents (IACCP)
- ◆ Iowa Department of Education
- ◆ Iowa Workforce Development
- ◆ Iowa Department of Economic Development
- ◆ Iowa Senate and House of Representative Republicans
- ◆ Iowa Senate and House of Representative Democrats
- ◆ Iowa Association of School Boards (IASB)
- ◆ Iowa State Education Association (ISEA)
- ◆ Iowa Association of Business and Industry (ABI)

Mr. Don Roby, former chair of the Iowa State Board of Education's Community College Council, served as chair of the Stakeholders Working Group. The plan was approved by the State Board of Education.

"Shaping the Future" is built upon the shared values of:

1. Access and Opportunity
2. Responsiveness
3. Collaborative Relationships
4. Community and Civic Responsibility
5. Local Controlled and Shared Responsibility

These five values are imbedded in the strategic goals:

Goal 1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Goal 2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Goal 3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans, and to allow Iowa to compete on a national and international level.

Goal 4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Goal 5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socioeconomic status) in all programs.

Each goal is followed by a series of initiatives to be implemented to accomplish the goal.

The goals and initiatives are detailed in Appendix A. The timelines of major activities undertaken to meet the requirements of developing and implementing a five-year statewide strategic plan for Iowa's community colleges from the passage of House File 2433 to the present is given in Appendix B.

Many of the initiatives of the strategic plan were formulated for implementation at the local community college level and through the cooperation and joint efforts of the colleges, through the Iowa Association of Community College Presidents, the Iowa Association of Community College Trustees, community college liaison groups, and the Department of Education.

"Shaping the Future" is a five-year plan; as progress continues and the condition of the state and nation changes, goals and initiatives of the plan may be revised. Planning is an ongoing activity. The plan may also be amended to reflect new or additional priorities. In October 2002, the State Board appointed a subcommittee, again chaired by Mr. Don Roby, former chair of the Community College Council, to incorporate a strategic objective related to the recruitment, enrollment, retention, and success of minorities and women in vocational-technical programs. In January 2003, the State Board of Education amended the strategic plan to include the following goal:

Goal 5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Goal 5 is followed by the series of initiatives to be implemented to accomplish the goal. The State Board of Education's request for community college program enrollment disaggregated by program clusters, gender, and under-represented groups are provided as a separate report within Goal 5.

Purpose of this Update

The Department of Education's Division of Community Colleges and Workforce Preparation submitted the first progress report on the plan to the Community College Council and to the State Board in January 2002 – "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges – Coordination of Statewide Responses by the Iowa Department of Education – Progress Report to the Iowa State Board of Education – January 2002." This report covered the first six months of the plan's implementation. On August 1, 2002, a full year after the implementation of the five-year plan, the second six-month update was submitted to the State Board of Education.

The second report supplemented the January 2002 report. It included activities undertaken collectively by the community colleges through the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), the Department of Education, and the initiatives undertaken at the local community college level. Following the submission of these two reports, the Department of Education recommended that the reporting cycle move from a six-month to an annual or 12-month cycle. The second annual report submitted to the State Board of Education and to the Stakeholders Working Group was approved on August 14, 2003. The third annual progress report submitted to the State Board of Education and the Stakeholders Working Group was approved on August 13, 2004.

Iowa's community colleges are designed to be responsive, flexible, and accessible institutions committed to quality. The statewide strategic plan goals and initiatives are consistent with the goals and objectives of all community colleges. Their responses are varied, based upon local and regional needs and resources.

The purpose of this report is to summarize the collaborative responses of the community colleges and the activities of the Department of Education, IACCP, IACCT, and community college liaison groups undertaken during FY05 to accomplish the goals and objectives of the five-year statewide community college strategic plan.

Structure of the Report

This report is divided into the following parts:

- ◆ The introduction includes background and purpose of this report.
- ◆ A compilation of the Department of Education, IACCP, IACCT, community college liaison groups, and individual community college responses to each strategic plan initiative is included in the report. The responses are listed by goal, then by initiative.

Each community college has implemented its own strategic planning process, linking assessment to planning and planning to budget. Each community college monitors its progress toward attainment of its college goals and objectives, and provides regular updates to its board of directors. The local community college goals and objectives are consistent with the statewide strategic goals and initiatives. The community college mission is examined and revised or reaffirmed on an annual basis. Community college plans are submitted annually to the Department of Education.

- ◆ Strategic Plans and Progress Reports of all 15 Community Colleges: A limited number of copies of each college's report have been submitted to the Department of Education. It is the department's goal to provide access to an electronic version of all community college strategic plans and progress reports. In the interim, hard copies of individual community college reports are on file and can be obtained by contacting the Division of Community Colleges and Workforce Preparation at 515/281-8260 or via e-mail at stephanie.weeks@iowa.gov.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A: Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

Department of Education Response

State Accreditation of Community Colleges

- Iowa Community College Accreditation Task Force - The Division of Community Colleges and Workforce Preparation is in the process of revising Iowa's community college accreditation process. The revision was prompted by the publication in January 2005 of new accreditation criteria by the Higher Learning Commission, as well as the emergence of continuous quality improvement principles in postsecondary accreditation processes nationwide. A task force that includes the division administrator, one representative from each of the state's 15 community colleges, the executive director of the Iowa Community College Trustees Association, a member of the State Board of Education, and several members of the division staff are conducting the work of revision. The bureau chief within the division chairs the task force. A first draft of the revised accreditation criteria is due in July 2005, with the work of the task force due for completion in December 2005.
- Higher Learning Commission - Four (4) consultants from the Division of Community Colleges and Workforce Preparation attended the 110th Annual Meeting of the Higher Learning Commission (HLC), held on April 9–12, 2005, in Chicago. The program included approximately 200 sessions, many of them focused on the five new HLC accreditation criteria that went into effect on January 1, 2005. Institutional mission, strategic planning, student outcomes assessment, and civic engagement were among the topics receiving the most attention. Information and insights gathered at the meeting by the Department of Education consultants is expected to help in the revision of Iowa's community college accreditation procedures, a project now underway. In addition to the department consultants, nearly 50 representatives of Iowa's community colleges attended the meeting.

Program Assessment and Evaluation

- GI Bill State Approving Agency - The Veterans and Military Education section, located in the department, is the state-approving agency for all GI Bill programs in the state of Iowa. Programs of education are approved at all institutions of higher learning including the regent colleges, private universities, two- and four-year colleges, all community colleges, private trade and technical schools, business colleges, cosmetology schools, barber schools, teaching hospitals, and all other specialized training schools located in Iowa. In addition, this unit approves all on-the-job and apprentice-training programs offered by public and private agencies and firms in the state.

The Veterans Education section reviews each program offered by the community colleges and if it is in compliance with existing state and federal laws notifies the Veterans Administration (VA) that these programs meet the standards needed for awarding GI Bill benefits to eligible participants. Colleges that do not meet the standards are helped to bring their programs into compliance. Programs that cannot meet standards will not be approved for GI Bill benefits.

The Veterans Education section visits each community college annually to assist them to stay in compliance with all existing laws and to avoid overpayments and other legal issues with the Department of Veterans Affairs. Iowa's community colleges have worked closely with the Veterans Education section to avoid issues that would jeopardize veterans receiving benefits at their schools.

- State Program Evaluation System - The state program evaluation system assists Iowa's community colleges in developing, implementing, and maintaining a systematic program assessment process for the continuing improvement of career and technical education programs. The two major objectives are to ensure that: 1) each community college has a systematic process to evaluate the quality and effectiveness of career and technical programs, and 2) the Iowa DE has reliable and adequate data to respond to public and legislative requirements. With the community college Management Information System (MIS) in place, the program evaluation system will rely on MIS to provide reliable data to any accreditation team on programs reviewed within a given cycle. Data from MIS could be made available to community colleges to: 1) address the nontraditional enrollment patterns; 2) encourage the enrollment of ethnic minorities in community college programs; and 3) improve the retention, persistence, and graduation rates in all career and technical programs as well as within career and technical clusters.

The State Board of Education approved a revised program evaluation process for career and technical programs in March 1996 to meet Iowa Code requirements as specified in 260C.47A. The revised program evaluation process requires community colleges to develop a plan and to review 20 percent of all their career and technical programs annually. The state interim accreditation has included a review of the college's program evaluation process. The accreditation team will determine if the college is following the college plan for program evaluation. Only data currently collected via the MIS system will be required, thus reducing college and state staff time in reporting activities concerning program evaluation available to accreditation team on request.

Program Development

- Multi-State Academic and Vocational Curriculum Consortium (MAVCC) - The Department of Education is a member of MAVCC. The purpose of MAVCC is to develop and disseminate quality career and technical curriculum materials. MAVCC-produced curriculum is competency-based, integrates the academics, and contains occupational skills using industry-driven standards.

Iowa community colleges have utilized MAVCC materials. In March 2005, the executive director of MAVCC, exhibited MAVCC curriculum materials for secondary and postsecondary instructors at the curriculum fair held on the North Iowa Area Community College campus. The executive director also presented on nontraditional careers at the Diversity Conference in May 2005.

- Program Approval - The following new programs were approved by the department for community colleges for this program year: Iowa Lakes Community College: Accounting Management, Bioprocessing Engineering Ethanol Technology, and Paramedic Specialist; Northwest Iowa Community College: Manufacturing Technology; Iowa Central Community College: Business Administration and Management, Computer Systems Networking and Telecommunications, and Construction Technology; Hawkeye Community College: Exploring Health Care Careers - jointly administered; Kirkwood Community College: Business/Office Automation/Data Entry Management - jointly administered, Computer, Information Sciences, and Support Services Technology, and Landscaping and Groundskeeping Technology; Des Moines Area Community College: Computer Systems Networking and Telecommunications - jointly administered, and Electrical Technician; Western Iowa Tech Community College: Biotechnology, Financial Management, Industrial Mechanics and Maintenance Technician, Multiinterdisciplinary Technical Studies, Paramedic Specialist, Personal Health Improvement and Maintenance, Pharmacy Technician, and Property Maintenance and Management; Iowa Western Community College: Automotive Technology-AC Delco; Southwestern Community College: Computer and Information Systems Technology, Health Occupations - jointly administered, Medical Secretary-Transcriptionist Management, Web Page, and Digital/Multimedia and Information Resources Design Technology; Indian Hills Community College: Agricultural Production and Sustainable/Value Added, Clinical/Medical Laboratory Technology, Health Unit Coordinator, and Pharmacy Technician.

- Regents Academy for Mathematics and Science (RAMS IV) - The fourth annual conference of the RAMS IV was held on January 28, 2005, at Marshalltown Community College. A keynoter from the department discussed the integration of career and technical education and core academics. Following the keynote, the conference's 75 attendees formed smaller groups to consider ways to facilitate student success in math and science throughout Iowa's educational system. RAMS IV concluded with an afternoon workshop for conference participants seeking mini-grants to support development of new teaching strategies, revised curricula, and other innovative approaches to student learning in math and science.
- Service Learning Workshop - On April 29, 2005, the Division of Community Colleges and Workforce Preparation and Iowa Western Community College co-sponsored a service learning workshop for community college administrators and faculty. Service learning has drawn increased attention from community college educators since publication of the Higher Learning Commission's new accreditation criteria in January 2005. The Commission's Criterion 5, "Service and Engagement," provided the framework within which workshop participants learned about the philosophy of service learning, its applicability in the community college setting, and practical matters of curriculum development and course delivery.
- Consortium for Entrepreneurship Education - Department of Education staff disseminated the National Standards and Benchmarks for Entrepreneurship (developed through the Consortium for Entrepreneurship Education) to Iowa career and technical teachers. These standards are to be integrated into career and technical as well as academic program standards.
- MarkED - Iowa is a member of the MarkED Consortium, which benefits teachers by providing: 1) school discounts for materials; 2) a professional magazine targeted at instructors of economics, marketing, management, and entrepreneurship; 3) complementary materials; 4) a leaders academy; and 5) professional-development activities and materials. As a sponsoring state for the development of National Curriculum Standards for Marketing and Entrepreneurship, Iowa will receive the standards, validated performance indicators, and executive summary with unlimited use to introduce to business, marketing, management, and entrepreneurship instructors, curriculum specialists and local and state education administrators.
- Skill Standards - The Iowa DE Training and the Iowa Business Education Association (IBEA) provided the following training sessions: Microsoft Office Specialist Certification (Excel and Access, Office 2003). Summer workshops were held at Des Moines Area Community College and Northeast Iowa Community College. These workshops are designed to assist instructors in maintaining certifications and learning technology to be utilized in their classroom instruction.
- ASK Institute - The Department of Education supports the Institute for the Assessment of Skills and Knowledge for Business (ASK Institute), which is an assessment and certification project administered jointly by DECA and MarkED. DECA and MarkED are both independent 501C(3) organizations that support the development of high school and college marketing and business students nationwide. These organizations provide curriculum, competitive events, leadership development, and classroom activities based on performance indicators continually validated by the business community.

Career Development

- Iowa Center for Career and Occupational Resources (ICCOR) - ICCOR has been reconfigured into a partnership agreement between two state agencies, the Department of Education, and the Iowa College Student Aid Commission (ICSAC). A software/Internet-based system, Iowa Choices, is available to postsecondary and secondary institutions to provide career development content, information and training, and technical assistance. This is available through trainers at ISCAC and the College Planning Center. These products are continually evaluated. Site staff and community college staff are invited and have participated in the feedback sessions. The department's Career Resource Network (CRN) consultant aligns career resources and occupational information to complement the software

program and training to provide career development process strategies for student services/counseling. ICSAC/CPC organizations provided 47 Iowa Choices training sessions across the state for a total of 427 participants.

The annual survey of postsecondary Iowa schools provided updated information to the Bridges Company, the Choices vendor. This information is incorporated into the Iowa Choices system that is used by secondary and postsecondary schools, workforce development centers, and others to help individuals make decisions on career and educational goals.

- **Collection of Secondary Career and Technical Education (CTE) Performance Data Via ProjectEasier** - This past year the department has implemented a comprehensive individual student record electronic reporting system for collection of program performance data including the Carl D. Perkins Vocational Education Act of 1998. The system, referred to as "Project Easier," provides the framework for aligning 14 private vendors that sell and service computer software to Iowa's 367 comprehensive school districts. Through this alignment process, each of the vendors have incorporated data elements that collect data concerning the performance of students enrolled in each of the district's CTE programs for each of the performance indicators as required by the Act. The department has also issued unique identifier codes for each student enrolled in Iowa's public schools.

Data collected via this system will be uploaded to the CTE data system and then utilized to determine which performance targets have been met by CTE programs offered by each school district in the state. The department will then use this data to issue performance reports to each district and Perkins's consortium as it has in the past. These reports are an essential component of the state's Perkins annual accountability reporting requirements with the United States Department of Education.

It is widely believed this system will improve the quality of data collected in that it will be based on information reported annually by districts on the performance of individual students enrolled in career and technical education programs.

System-Wide Responses Contributed by Community College Liaison Groups

Career and Technical Deans and Directors

Quality Faculty Plan – On November 5, representatives from each college and state met to review their Quality Faculty Plan procedures and compare against the standard baseline plan. The meeting information was sent to human resource directors and presidents.

Community College Economic Developer/Contracted Training Liaison Group

During FY05, all community colleges participated, coordinated, and implemented statewide Workplace Lean curriculum development and training project. This project was established to address skill needs identified by the state's business and industries in the area of process improvement.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The Iowa Community College Chief Student Services Administrator's (ICCCSSA) group discussed the interest in and usage of the Community College Survey of Student Engagement (CCSSE) and the upcoming Community College Faculty Survey of Student Engagement (CCFSSE) as assessment tools to identify areas of strength and weakness in the service and instruction provided to our students. Several colleges are interested in these tools, and two or three are already using them, however, many expressed concern that the cost of these assessments is prohibitive at the current time. Many colleges are using the assessment tools (Student Satisfaction Survey, etc.) provided through Noel-Levitz Consulting, Inc.

It was shared with the group that the department is in the process of revising the state accreditation process in order to provide an approach that is more in-line with the Academic Quality Improvement Program (AQIP) process. A statewide committee has been formed to facilitate this endeavor and Joan Williams from Southeastern Community College, will serve as the representative for the Chief Student Services Administrator's group.

Community College Responses

Northeast Iowa Community College (NICC)

- **Program Review Process**—Every program is evaluated every five years during a complex process to determine and guarantee quality and responsiveness to community need. There is also a “Viability Review Process” for monitoring at any time when circumstances arise that warrant investigation and assessment.
- **Advisory Committee Input**—Every program has a multi-member advisory committee to advise it as to community and industry needs and the elements of education and training needed. Members of the advisory committee are employed or experienced in the area of study. Gender and racial balance is attempted on these committees.
- **Graduate and Employer Surveys**—Graduates and employers are surveyed each year to make sure NICC is meeting their goals and providing a quality education.
- **Chamber and County Employment Needs Assessment**—Several Chambers of Commerce in the NICC area conduct regular assessment of their members regarding a trained workforce. NICC is a member of these chambers and participates in these surveys and provides a college response to issues raised.
- **College Planning/Visioning Process**—NICC has an ongoing “visioning” and strategic planning process to make sure NICC is working toward programs and services that meet district needs.
- **Academic Quality Improvement Project (AQIP)**—NICC is accredited by the North Central Association Colleges and Schools. The college's current accreditation confirmed through 2007. The college has elected to participate in the AQIP to fulfill its future requirements for re-accreditation. Since acceptance into AQIP, the College has drafted, discussed, and finalized the improvement projects that will be the focus for the next three years. These projects include a strategic planning process, development of multi-source funding, facility needs, and enhancing staff excellence.
- **Convenient Courses**—NICC students continue to take advantage of the convenience offered by a variety of times and locations and through the Iowa Communication Network (ICN), on-line, and independent study classes. NICC conducts classes in over 50 sites across the district each term. NICC has six outreach centers in Cresco, Dubuque, Manchester, New Hampton and Oelwein. NICC has been in discussions with Waukon and Guttenberg about the possibility of additional centers in those communities. Last year, NICC began offering a May session similar to the popular Winterim. These special sessions allow students to take a three-credit course for seven hours a day for seven days.
- **Vision Teams**—Interdepartmental cross-college teams on each campus meet to evaluate college responsiveness and student satisfaction. Student surveys and focus groups are a primary way in which to learn about and respond to student issues.
- **Iowa Workforce Development (IWD)**—NICC utilizes IWD employment and labor market information to assess and evaluate career and employment opportunities in an effort to match current and future employment needs to constituent interests.

North Iowa Area Community College (NIACC)

- **Serving Students from all Educational Backgrounds:** All incoming credit students must either present ACT scores or take the Computerized Adaptive Placement Assessment Support System (COMPASS) exam. In the fall of 2004, 58 percent of the new students had graduated from the bottom half of their class. The majority of the new students had an ACT composite of 17-22. This wide distribution of student ability levels shows that NIACC admits and serves students from all educational levels. NIACC encourages GED graduates to enroll in credit classes by offering them scholarships.

The Student Support Services Program provides tutoring and special counseling assistance for students with deficient academic skills.

- **Serving Students from All Socioeconomic Backgrounds:** Approximately 80 percent of NIACC students receive some financial assistance, whether it be in the form of state and federal aid, Foundation scholarships, or state funding for shared programs such as Tech Prep or Postsecondary Education Option (PSEO). Student Support Services also provides special guidance for first generation college students, which make up 80 percent of the student body.
- **Serving Students from All Corners of our District:** NIACC offers courses in outreach centers located throughout the nine-county area. Centers are located in Charles City, Garner, Hampton, Lake Mills, Osage, and Forest City. Students can now complete their entire associate degree on-line. In addition, many courses are offered on the ICN throughout the district and through Iowa Public Television (IPTV).
- **Serving Students with Special Needs:** Students with disabilities are provided services through vocational rehabilitation on campus, as well as special needs assistance through the Counseling Center. In 2005, NIACC expanded the Student Support Services by adding a part-time counselor. Accommodations are made for students with documented disabilities through the Director of Counseling. Academic and counseling support is provided for all students, especially for those listed above, through the Student Learning Center and by professional counselors.
- **Utilization of Effectiveness Data for Improvement:** Each NIACC Arts and Sciences Department has a departmental plan for the assessment of student learning. A systematic review process provides feedback for improvement of the plan and, therefore, improvement of student performance. Each NIACC career and technical program has a departmental plan for the assessment of student learning that is imbedded in the Program Review and Evaluation System. The following programs were reviewed and had their plans of action approved during the 2004-2005 academic year: Associate Degree Nursing and the Business Option program. A Student Opinion Survey is distributed to a random sample of current students, which is representative of the student body. The results are used to review student satisfaction with services and instruction and to make improvements.
- During the past three school years, phone surveys have been conducted on high school graduates from 1997, 1998, and 1999 who completed the Tech Prep sequence of courses during their junior and senior years. Additional student data was obtained through the NIACC student history files, the Iowa Employee Centralized Register, and the National Student Clearinghouse Report. Survey results averaged over the three years indicate that 90 percent are working in Iowa with current average hourly pay of \$13.90.

Iowa Lakes Community College (ILCC)

Academic Skills Matrix –

- Iowa Lakes used Academic Skills Matrix and core competencies within 28 career/vocational programs to identify completers, at-risk students, and improve advising efforts.

Accreditation process –

- Iowa Lakes is committed to continuous quality improvement measures.
- Completed AQIP Vital Focus process (Constellation Survey, Conversation Day, Strategy Forum).

Advisory Committee –

- Each program coordinator met with established program advisory committees to gain insight into curriculum development and identify technology and equipment needs to assist students' successful transition into the workforce or transfer to the university.

Alternative Delivery Learning Opportunity –

- Student satisfaction surveys were used to gather qualitative feedback on strengths and challenges of on-line classes.
- Faculty and staff continued to improve the quality of alternative delivery learning opportunities for students through professional development.

Assessment Review Committee –

- Evaluated strategies and identified areas of focus during an annual summer retreat.
- Developed the Program Review Policy approved by the Board of Trustees.
- Initiated exploration of Arts and Sciences discipline review tools.
- Coordinated a comprehensive, interdisciplinary program review for eight programs. (Each program participates in a comprehensive review every five years.)

Community Needs –

- Responded to community needs through new program development and course offerings.
- Career Resource Center partnered with business and industry to expand their employee recruiting efforts. Staff assisted students and area residents to develop and post resumes electronically.

Counseling Services -

- Refined “First Alert” program for students in need of additional support to remain in school.

Institutional Effectiveness –

- Assessment tools utilized for program and college effectiveness include, but are not limited to: Alumni Survey, Before Graduation Survey, Collegiate Assessment of Academic Proficiency (CAAP), Employer Survey, Entering Student Survey, Former Student Survey and Student Opinion Survey.
- Trend data is utilized in decision-making processes to identify and respond to student needs.

New program development –

- Iowa Lakes responded to community and constituent needs through the investigation of new programs. During FY05, two new programs were introduced: Paramedic Science (AAS) and Wind Energy and Turbine Technology (AAS). Four new programs are in the final developmental stages to be launched during FY06: Biomass Energy Processing (AAS), Pharmacy Technician (diploma), Sustainable Energy /Resource Management (AS) and Web Development and Design (diploma).

Quality Faculty Plan –

- Implemented a systematic process for new and adjunct faculty orientation; outlined continuing professional development for faculty and defined the employee evaluation process.

Student Assessment and Enrollment –

- Utilized Enrollment Management Team tools: Noel-Levitz, Learning Styles Analysis, ‘*Successful Learning*’ class to increase retention rates. Individual Assessment of Skills for Successful Entry and Transfer (ASSET), Computerized Adaptive Placement Assessment Support System (COMPASS), or American College Testing (ACT) scores were used as academic placement tools for student to increase graduation/completion rates.
- “Entering Student Survey” (ESS) was administered during summer orientation to gain insight as to student expectations. Outcomes shared with the president’s cabinet and faculty/staff during all campus meetings and in narrative form at each campus.
- CAAP testing was administered to 106 students with results used to assess institutional effectiveness and improve student learning.
- Conducted a series of focus groups used to develop strategies which address identified education barriers and provide support activities that will strengthen minority student retention.
- Conducted a series of focus groups with nursing students used to identify and prioritize support resources needed to be successful to remain in the program to graduation.

Northwest Iowa Community College (NCC)

- **Individual Program Review** – On a five-year cycle, all credit programs at NCC are included in a comprehensive process which evaluates the needs and effectiveness of the programs through the use of program data and input from current students, past students, employers and advisory committee members. This past year, program evaluations were completed on the following programs: Computer Programming Technology, Computer Networking Technology, Heavy Equipment, Industrial Instrumentation and Control, Practical Nursing, and Advanced Degree Nursing.

- **Skills 2006 Survey**-The college completed a survey of industries in Iowa's targeted growth areas of advanced manufacturing, life science and information technology, to assess the projected need for future employees as a result of retirements and industry growth. Such information allows the college to assure that training opportunities are expanded/and or modified as changes occur in demand occupations.
- **Advisory Committee Input**-Every instructional program has an advisory committee with a broad based membership representing the various industry elements served by that program. Not only do the committees meet as a group on a regular basis, but members also provide input and support for programs individually on a continual basis throughout the year. It is through this input that the college and the industry representatives look at industry needs and the education and training that are needed.
- **Graduate Surveys**-Every graduate is surveyed within the first year after graduation to determine whether they were successful in obtaining employment in their chosen career field. Data on employment, locations of employment, further education, and salaries is reviewed. This information is provided to all program advisory committees.
- **Strategic Planning Process**-In an effort to position the organization for the future, Northwest Iowa Community College began its formalized planning process in 1994. Since 1994, the planning processes at Northwest Iowa Community College have been inclusive. The college community, which consists of the Board of Trustees, administration, faculty, staff and the student body, along with individuals from the external constituency has been actively engaged in planning processes.

On November 17, 2003, the Northwest Iowa Community College Board of Trustees approved the 2004/2008 Strategic Plan. The strategic planning process included an environmental scanning process, an analysis of the strengths, weaknesses, opportunities and threats (SWOT) confronting the college, a review and update of the mission, the creation of a vision and identification of strategic initiatives that the college community would embrace for the next three to five years.

Following the approval of the 2004–2008 Strategic Plan the college community developed the 2004–2006 Operational Plan that supports the college mission, vision and strategic initiatives. A comprehensive and inclusive review of the Guiding Principles of the college was conducted and changes were approved by the Board of Trustees on March 29, 2005. The organization realizes that the future cannot be predicted and, at times, adjustments to the goals, objectives and strategies need to be addressed.

Progress on the Operational Plan is tracked through Microsoft Project and reported to the college community via the Intranet on a quarterly basis and to the Board of Trustees semi-annually. Goals and objectives are being met in a timely manner.

- **North Central Association of Colleges and Schools (NCA) Self-Study Process**-During the past year, numerous college staff were involved in a process of assessing every aspect of the college's operations. The NCA self-study process consisted of not only reporting data, but looking at the college's strengths and weaknesses. It allowed the college the opportunity to look closely at whether the needs of area constituents were being addressed.
- **Analysis of Distance Learning Enrollments**-Although surveys provide input on student perceived needs and interests, actual enrollment may be the best indicator as to whether specific programs indeed address a need and/or interest of the constituents. The continued growth in enrollment in the on-line courses supports both the belief that students are accepting the role of technology in the delivery of educational opportunities, as well as a demand by students for the college to address their need for flexibility. When NCC became involved with the ICCOC consortium in the fall of 2000, there were 14 students out of the 236 enrolled who were from NCC. Just as the total student enrollment in the consortium effort has grown from 236 students per term to 4,370 (summer 2005), NCC enrollments have grown from 14 to 251. As of this year, NCC students have the opportunity to enroll in 128 different courses over the Internet.

Iowa Central Community College (ICCC)

Focus Area - Assessment

Under the Iowa Central Strategic Plan the college is endeavoring to improve its efforts to document student gains in academic areas. Three basic learning outcomes are assessed by all full-time faculty in a variety of general education and non-general education courses.

Iowa Central's three learning outcomes are: 1) critical thinking; 2) effective communication; and 3) personal responsibility.

The system of reporting student and classroom assessments has been improved with all assessments being reported to one central location. Learning improvement faculty teams are supplied with assessment reports and meet to critique these samples. Strengths and recommendations for improvement for each assessment are entered into the central data base. From this central location faculty feedback is provided which stimulates discussion among faculty leading to improved teaching and learning.

The assessment plan is for the purposes of improving learning and advancing the education mission of Iowa Central Community College. The college is committed to this process and will monitor the results and use data obtained to improve instruction. The college is experiencing success at the course level, documenting learning improvement in the classroom. A question to be answered is: "How do we use this data in making decisions regarding curriculum and budget?"

Critical thinking assessments were conducted during the 2002-2003 academic year with effective communication being added to the assessment process in 2003-2004. During the 2004-2005 year assessment of Personal Responsibility was initiated. The following data summarizes the assessments for the 2003, 2004 and 2005 academic years.

	<u>2002-2003</u>	<u>2003-2004</u>	<u>*2004-05</u>
Assessments of Critical Thinking	94	158	68
Assessments of Effective Communication	0	145	104
Assessment of Personal Responsibility	0	0	56
Total Class Assessments	90	303	228
Number of Student Assessments	2194	6614	4870
Number of Students Meeting Min. Requirement	1783	5418	4031
Percent of Student Meeting Min. Requirement	81.3%	81.9%	82.8%

*Data for the 2004-2005 year is not complete as one additional student assessment will be completed before the end of the spring semester.

New Programs Developed the Past 12 Months

Dental Hygiene (AAS)–The college is currently developing a Dental Hygiene program. A dental hygiene clinic and laboratory are being constructed.

Advanced Manufacturing Technology (AAS)–Developed in the response to the needs of local manufacturers and energy companies in the Storm Lake area.

Biotechnical Industrial Technology (AS)–Developed to prepare students to work in this rapidly expanding field due to the advances in DNA sequencing, cloning, and protein chemistry, and expanding employment opportunities.

Cosmetology (AAS)–Developed to satisfy a need for high quality education in the field of cosmetology, which includes a business component at a reasonable cost to the student.

Iowa Valley Community College District (IVCCD)

IVCCD is continually assessing the education and training needs of constituents and establishing programs to address these needs within both the credit and continuing education divisions. Based on the needs assessments, IVCCD has implemented changes to the credit division such as the addition of a Construction Management transfer degree, an Industrial Teaching transfer degree, and a Construction Retail AAS degree. An additional Biotechnology track in the area of Renewable Energy and Ethanol has been developed as part of the ACE program. Career academies in the areas of Drafting, Agriculture, Swine Management, and Sustainable and Entrepreneurial Agriculture have been established for the next academic year. In addition, work on an entrepreneurial certificate with four new courses will be completed by the start of the 2005 fall term.

As a part of AQIP accreditation, the district initialized an assessment Quality Action Project (QAP) to synthesize and improve college assessment processes over the next few years. These improvements will allow us to routinely analyze college programs and services to assure that they are meeting community and industry needs. As further evidence of the college's commitment to improve assessment processes, three cabinet members (Director of Institutional Effectiveness, Chief Academic Officer, and Marshalltown Community College Executive Dean) attended a workshop sponsored by the American Association of Community Colleges (AACC) in December 2004. They learned what other colleges are successfully doing to assess their program's strengths and opportunities and incorporated these strategies into the district's newly revised program review and evaluation process. The process is taking a more positive, college-wide approach to program improvement and the first round conducted in the spring of 2004 seems to have gone much better than past reviews.

Advisory councils meet with continuing education coordinators to assess and evaluate the wide range of continuing education needs, including small business training, local economic development, career training and retraining, and adult education. As a result of expressed community need, IVCCD operates a downtown Marshalltown site where programs for main street training and education occur. The site has responded to the need to train and educate the local Hispanic and other immigrant populations.

Hawkeye Community College (HCC)

- Implemented the Community College Survey of Student Engagement (CCSSE), to gather benchmark information on how Hawkeye Community College's students' engagement in the learning process compares with their peers nationally. This nationally-recognized survey was administered by 250 colleges in 2005. It will provide national benchmarks for comparison with other colleges.
- HCC joined Strategic Horizons Network, a network of fourteen community colleges engaged in original research to further the role of community colleges. HCC and Columbus State Community College are currently engaged in research in client-based assessment, which probes deeply to determine the needs and college experiences of students.
- Hawkeye began a partnership for Computerized Adaptive Placement Assessment Support System (COMPASS) placement testing of Waterloo High School juniors. These students will be tested again in their senior year to measure growth in academic disciplines. The goal of the Waterloo district is to show students the relevance of their high school curriculum and to help revise its curriculum where needed.
- The college continued implementation of an Academic Quality Improvement Project (AQIP) team plan to develop a culture of data driven decision-making. This team developed a three-year plan to improve internal and external accessibility to institutional data, strengthen the college's research infrastructure through the ongoing development of the research team and the designated departmental research liaisons, and to improve staff skills in finding, gathering, compiling and analyzing institutional data.
- The college continued an AQIP team to develop a systematic process for assessing the arts and sciences program outcomes. The team's three-year plan includes review and possible revision of the arts and sciences curriculum model, mapping of the curriculum to the outcomes, and generating methods, measures, and processes to assess student learning at the program level.

- The college continued assessment of student writing by comparing student portfolios with student grades to measure increased consistency in application of writing course standards.
- A faculty classroom assessment handbook was completed. This handbook explains assessment processes and provides classroom and program assessment activities.
- The on-line course assessment survey was continued to gather feedback on on-line student experiences.
- Expanded the concept of “learning communities” through continued implementation of paired courses. The learning communities concept has been expanded with creation of three learning communities: an honors learning community (Wings), a learning community to serve students who plan to become educators, and a learning community designed for students who need to take developmental course work. Learning community faculty will be paid a stipend in academic year 2006 to continue assessment of the impact of learning communities on student engagement and retention. The gathered data will be reported to the college.
- Completed assessment and evaluation of 20 percent of the applied science and technology programs through the college’s formal academic program review process. Additionally, two members of the college’s assessment committee read each academic program review and comments are returned to program faculty. The college is completing plans to automate this process in order to foster more frequent programs reviews and to allow faculty to focus their energies on evaluation and assessment of programs.
- Continued the annual cycle of ends based monitoring reports to the college’s Board of Trustees, according to the board’s policy governance structure.
- Expanded articulation in agriculture with Iowa State University and other four-year institutions.
- Incoming students were surveyed with ACT Faces of the Future. The data collected from these surveys provides additional demographic information about students and provides insight into student experiences with the college.
- Group Advising/Scheduling Survey - All students who register in the Student Services Center in a group setting are asked to complete a short survey of the registration process. Some demographic information is collected (e.g. credits earned, full/part-time student). The survey was developed to improve group registration services for students who use the Student Services Center.
- The faculty technology program, Student Achievement Grounded in Equity (SAGE), Teaching Squares, and new faculty mentoring are faculty development programs surveyed each semester and revised according to participant feedback.
- Continued assessment of developmental writing placement to determine the appropriate sequential placement of students in writing courses.
- Academic support is continuing a successful “first day of class” writing assessment. Students write an in-class essay the first day of class to verify course placement. Communications faculty evaluate first-day essays and may recommend a change in course placement, either to a higher or lower level course.
- Devised a plan and began revision of developmental math, reading, and study skills courses.
- Created reading, writing, listening/speaking language assessment process for international and refugee students who need to be placed in any of the six levels of English for Education Purposes courses.
- The HCC Student Senate conducted a comprehensive survey of students and employees to address health issues related to smoking near entrances to college building. The data suggests strong support for restricting smoking near the main entrances of campus buildings.

Eastern Iowa Community College District (EICCD)

EICCD has spent the past year developing its new five-year Strategic Plan (2005-2010) specifically looking at anticipating and supporting future needs of its immediate and expanded communities. In July 2004, a new chancellor began at EICCD and led a series (over 30) of community and staff forums to gather their responses to four questions used to shape the institution’s vision of what EICCD will be in the next five years.

The questions asked of forum participants were:

- What changes in the world, nation, state, or quad cities should we be planning for as a college?
- What kinds of classes, programs, and /or support services do you predict our students will need in the near future?
- Is there anything that we do that seems clearly “dated” or “behind the times” that could be dropped or changed?
- What information/data about the future do we need to gather for our planning?

A retreat was held to cluster the forum members’ responses into critical arenas, which were narrowed thought college community leadership groups to four arenas. Four teams were formed to explore the arenas and identify projects to be undertaken over the next five years to address the community and student need in that area. Blue Ribbon focus groups, one of district community leaders, and one of district student leaders met to provide their feedback on the projects, and the initiative teams used the feedback to determine projects that were presented to the Board of Trustees in June.

As a result of these forums and follow-up activities, the four arenas on which EICCD will focus in the next five years are: diversity, technology, alternative revenue, and innovative programs and services. Other EICCD planning processes – analysis of feedback from its 2004 Iowa state quality application feedback report, its 2004 National Baldrige Quality program feedback report, its Academic Quality Improvement program (AQIP) 2005 accreditation feedback report, and an annual EICCD planning retreat - were used to generate four more goals to add to the chancellor’s initiatives to complete the EICCD strategic plan for 2005-2010. These strategic goals address student learning outcome assessment, credit and noncredit enrollment, refining strategic planning processes, and economic development and community learning.

Following the Board of Trustees presentations, teams will be formed around the goals and their projects and beginning work in July to accomplish the defined outcomes, using the metrics developed in the process and further articulated by the teams. The district-wide team on innovation will respond to the increasing demands placed upon us by a “consumer culture” with systems, programs, and services that anticipate and meet demands while maintaining highest academic quality. This initial initiative team developed a new process to develop innovative programs and services. That process has as its characteristics: quarterly cycle time, universal agreement, systemic feedback and an entrepreneurial spirit. As a result of this new process, EICCD has identified numerous new programs including: Radio Frequency Identification Technology, Historic Preservation, and Heavy Equipment Operator and Maintenance.

EICCD annually evaluates career education programs through an extensive program review process including survey data from students, alumni, faculty, employers, graduates and leavers; a departmental self-study; demographic, placement, retention and learning achievement data; and revision of curriculum. The programs that were evaluated in 2004-2005 were Child Care, Farm Management, Feed and Fertilizer Marketing, Microcomputer Information Technology, Radiologic Technology, Technical Drafting and Horticulture. Funds were distributed according to the needs presented in the self-studies, and action plans were designed to address opportunities for improvement during the next academic year.

Also annually, EICCD conducts a General Education program evaluation review to evaluate program goals, objectives, curriculum, articulation and supplier relationships, and assessment approaches and results. In 2004-2005, the general education areas of Science, and Arts/Literature and the Humanities, and the student major area of Business were evaluated. Among other outcomes, all course developmental modules (CDMs) within these general education requirement areas were revised by district faculty teams. CDMs identify course outcomes, objectives, methods of instruction, prerequisite skills, evaluation approaches and topic outlines to be used by every teacher of the course when developing syllabi. This ensures standardization of course outcomes across the district.

Consistent monitoring and evaluation processes of the needs for noncredit programs, services and learner satisfaction are also in place. Courses participant evaluation data is collected, aggregated and reviewed by councils monthly or quarterly to monitor performance levels and identify areas to improve. A customized training follow-up survey asking companies whether the training provided by EICCD met their objectives and needs for training was piloted in 2004. Results show top box (greater than 4 on a 5 point scale) ratings in every area and consistently a 100 percent “Yes” response to the question of whether the company would recommend EICCD for contract training to others.

Kirkwood Community College (KCC)

Kirkwood Community College is a partner in the Technology Corridor. The Technology Corridor is a committee made up of representatives of the Cedar Rapids Area Chamber of Commerce, Priority One, Iowa City Area Chamber of Commerce, Iowa City Area Development Group, the University of Iowa, MidAmerican Energy and Alliant Energy. In October of 2003, this committee released the Skills 2006 Study completed by Kirkwood Community College. Over 150 companies participated regarding industry skill needs and employment opportunities within the region.

Two (2) of the recommendations in the Skills 2006 study called for action related to skill development and upgrade in the region. Kirkwood has been part of a leadership team that is underway called the Skills Advantage project. The project is an employer-led strategy designed to develop and communicate the employability skills needed for employment in the region and residents within the Technology Corridor workforce.

The Kirkwood Quality Improvement Program (KQIP) was initiated to ensure Kirkwood Community College continues to improve processes in order to meet and exceed the needs and expectations of its students and stakeholders. KQIP will provide the framework for the institution’s next formal accreditation, as well as assist in identifying areas of challenge, growth and future development for Kirkwood to remain one of the premier community colleges in the nation.

KQIP is based on the operational philosophy that increasing quality is an ongoing responsibility of everyone in the college. In implementing KQIP, Kirkwood’s organizational culture will be characterized by a cooperative decision-making, shared vision, shared leadership, empowered employees, cooperation among organizational units as they work to improve processes, a high degree of openness to feedback and data, and optimization of the organizational systems of the college. KQIP uses a cross-functional, team-based approach to process improvement. To date, 14 teams are actively engaged in projects to improve programs and services for Kirkwood students and stakeholders.

Kirkwood has developed administrative strategies to comply with the DE program review model. A Career Program Assessment Committee team of faculty and staff representing the Applied Science and Career Option programs support the process. The goal of the team is not to evaluate the programs, but rather to make sure the process is completed in an acceptable manner and the process continues. Team members are available for support and guidance throughout the process. Assessment of career programs at Kirkwood is conducted to (1) create mechanisms for improvement and internal accountability and (2) support external accountability. In addition to the handbook developed for this purpose, other sources of help are available including (1) information sessions to provide specific information from various college sources and (2) data collection and processing through the Director of Institutional Research. A five-year rotation master schedule for programs has been developed. Improvement plan updates are completed annually to monitor progress.

The Career Program Assessment Committee worked with the arts and sciences curriculum and instruction committee to eliminate duplication for programs or courses that fell under both and to use accreditation self-studies as the basis for the review where applicable.

The Continuing Education and Training Services division expanded the open enrollment industrial technology courses to include a Basic Mechanical and Numerical Skills class. This course was developed as a result of the Skills 2006 Study and a partnership with General Mills. General Mills approached the Continuing Education division regarding a skill gap among applicants that were not able to pass screening assessments offered by the company. The class is designed to provide basic entry-level skills in the areas of industrial math, electronics, mechanics, drive components and problem solving.

The Information Systems Management Career Edge Academy was further expanded this year to serve students at over 25 area high schools. This 2+2+2 Career Edge Academy program responds to the need for high skills with application software. High school faculty continues to be trained to teach the four college credit courses within this academy program through an H1-B Department of Labor grant. The Iowa City Alternative High School is still an academy site.

The Automotive Technology Academy was expanded to serve students in Cedar County with a location in the North Cedar School District. Students from North Cedar, Tipton, Bennett, and Calamus-Wheatland participate. Another site was established at Cedar Rapids Kennedy High School on Saturday mornings to serve students throughout the metro area. The Automotive Technology Academy is now available at five locations.

A new Advanced Manufacturing Academy and a new Welding Academy were established on the Kirkwood main campus.

The Health Science Academy was expanded to sites at Center Point-Urbana and Mid-Prairie High Schools. This program is now available at 15 locations and serves students from nearly all school districts within the seven-county service area.

New and expanded programs will help address constituent needs. Landscape Maintenance is a new AAS degree program in Agricultural Sciences that will begin fall 2005.

The hospitality area added a new program this year in Lodging Management. This new AAS degree is designed to prepare students for employment in the hotel/lodging industry.

Kirkwood will be greatly expanding opportunities for students wanting additional coursework in the following areas: 1) Physical Education activity classes; 2) Exercise Science; 3) Coaching Certification and Officiating; and 4) Health and Wellness. Opportunities expanded in these areas, the plan will be to develop articulated programs of study leading to an Associate of Science degree.

Kirkwood has expanded our Medical Assisting program; the program now starts each semester. Additional plans include expanding our Dental Assisting program with an additional spring start in 2005-06. The evening/weekend Nursing program has just graduated its first Associate Degree Nursing class. The Welding Technology diploma program was changed into an AAS program.

Des Moines Area Community College (DMACC)

Strategic Planning:

Since its establishment in 2002, DMACC's strategic planning process has created an environment of continuous quality improvement centered on learning and teaching. Tightly integrated with the AQIP accreditation, this process is conducting operational planning surrounding the strategic goals established during the first year of the process. The process used to identify strategic goals included many meetings at all levels of the college. These meetings were designed to give input to the process from the entire depth and breadth of the institution. DMACC's strategic goals include campus climate, instructional delivery, institutional effectiveness, resources, diversity and marketing.

DMACC is in the third year of implementing various projects and processes aimed at improving each strategic goal. Projects conducted during the past fiscal year include but are not limited to improved events aimed at stressing the importance of diversity, cataloging and analyzing teaching practices for needs assessment, joining the National Community College Benchmark Project, improves signage for all campuses, continuing the implementation of a five year marketing plan, and getting facilities information into a usable web environment to allow the college to make better use of existing resources.

In addition to these standing operational efforts, \$180,000 was awarded in the Strategic Planning Innovation Mini-Grant program. These competitive grants are made available to all faculty and staff to nurture new and innovative ideas for the college. With a maximum amount of \$20,000 and a maximum time span of two years, the goal for these grants is to allow new ideas to be supported, evaluated, and eventually finding their way into normal operating budgets. Some of the ideas funded for the past year include but are not limited to transitioning face-to-face class formats to web-based delivery methods, providing additional entrepreneurship experiences for students, enhancing efforts for students to complete Free Application for Federal Student Aid (FAFSA) forms, college services enhancement for deaf and hard of hearing students and restoration of a native prairie area.

Title III Initiative:

DMACC is in year two of a five year \$1.75 million Title III grant awarded by the U.S. Department of Education to close the gap between the achievement of under-prepared students and those who are successful in college programs. The focus of the grant is to identify, assess, and strengthen support services for under-prepared and at-risk students.

DMACC has a comprehensive program of assessing institution effectiveness through ongoing evaluation of student and stakeholder needs. DMACC's assessment program includes: student assessment, program assessment, instructional assessment and assessment of institutional and community needs.

Student Assessment:

- Assessment of students upon entering DMACC, through the use of COMPASS and other diagnostic testing.
- Assessment of student academic achievement throughout the chosen program of study at DMACC through faculty designed discipline and program specific assessment projects.
- Assessment of student success upon completion of a program or degree through analysis of raw student data, as well as program specific data. Assessment is routinely conducted through employer follow-up studies, analysis of transfer information at the three regent universities, student portfolio analysis, exit testing, capstone courses, and other skills assessment tools. The college also analyze grade distribution, course completer information, course withdrawal information, retention information, and other data at the course and student level.

Program Assessment:

- Each year, the office of the Senior Vice President of Academic Affairs collects data regarding staffing, equipment, materials and supplies needed, as well as program enrollment on all programs for review by the executive council and the academic affairs deans. This information is used to determine trends in enrollment, program demand, faculty load, student placement, and program cost.
- Every five years a comprehensive program portfolio is completed for each career program or academic discipline. The portfolio is a compilation of history, data on student enrollment, grades, program competencies, employer satisfaction and industry trends. Its purpose is to provide the program chair, dean and college both a comprehensive picture of the program and a springboard for strategic planning for five years forward. These portfolios are completed by the program chair/group leader/district chair with assistance from the discipline or campus dean, and are presented to the AQIP Committee for discussion and review. The comprehensive portfolio contains the following information:
 - a) Student satisfaction survey analysis
 - b) Graduate satisfaction survey analysis
 - c) Employer satisfaction survey analysis
 - d) Advisory committee survey analysis
 - e) Program assessment plans/student learning assessment plans

- f) Demographic and enrollment patterns
- g) Classroom inventory and usage analysis
- h) Course sequence information
- i) Program goals
- j) Program competencies and grids
- k) Staff development activities
- l) Institution building activities of the faculty

The comprehensive portfolios are used as a blueprint for major program and curricular changes. The evaluation is completed by all faculty involved in the delivery of the program, the dean, and assistance from the program development office.

Instructional Assessment:

The college has an active Assessment Commission consisting of nine faculty members and three administrative staff. The Assessment Commission's charge is to provide overall leadership in the assessment of student learning at DMACC. This includes not only the active process of assessing student learning, but using assessment results in a meaningful way to improve student learning.

Assessment of Institutional and Community Needs:

Each career education program has an advisory board that meets a minimum of two times a year. One of the responsibilities of the advisory boards is to identify and respond to community needs for program graduates.

Academic Quality Improvement Project (AQIP):

In August 2003, DMACC initiated the Academic Quality Improvement Project of institutional assessment and improvement under the Higher Learning Commission. The AQIP workgroup meets monthly to continue dialogue of CQI (continuous quality improvement) activities on campus. The three action projects identified for the college are: 1) identify the processes that contribute to student success; 2) Develop a framework to evaluate the effectiveness of alternate instructional delivery methods; and 3) Implement a meaningful and workable plan for college personnel development.

Western Iowa Tech Community College (WITCC)

In fall 2004, Western Iowa Tech Community College implemented a plan for assessing the outcomes of the general education core. The plan was designed over several semesters by the assessment committee and presented to faculty at fall staff development activities. Data collection and analysis occurred throughout the fall and spring semesters. Steps for improvement will be developed and implemented in fall 2005.

The institutional effectiveness office conducted a longitudinal study of the effectiveness of the college's developmental education courses, and curricula to be being analyzed. Enrollment reports with trend data are presented at the beginning of each semester.

A comprehensive program review process was designed and trialed with a limited number of programs. Employer and graduate survey data were incorporated into the process, as was information from the clearinghouse on students who transferred. Within-term retention reports by department are presented to faculty each semester. Completion reports by program, race/ethnicity, and gender are presented annually.

The college monitors the external environment on an on-going basis through, for example, advisory boards, surveys, such as the annual employer survey, subscriptions to environmental scanning publications, memberships in community organizations, and informal relationships.

Iowa Western Community College (IWCC)

Program Evaluation

- Iowa Western Community College has been pro-active in providing quality, comprehensive educational programs and services to its area stakeholders and students. The Board of Trustees has

crafted its future vision for the institution. The Strategic Planning process has identified this vital goal to ensure quality and relevance of its academic programs.

- An annual in-depth program review and evaluation process analyzes financial productivity, relevance and vitality of career and technical programs. A peer review team evaluates qualitative and quantitative data. Program strengths and areas of concern are identified. If warranted, programs are recommended for intensive review and further analysis during the next academic year.
- Student focus groups, surveys of current students, graduates, and employers provide vital feedback as part of this on-going process. Advisory committees play a significant role in suggesting future direction, curriculum guidance and employment trends. In concert with the State Board of Education's approval of the revised process, the college updated its Program Review and Evaluation plan. The Board of Trustees approved the changes aligning the college's plan with the new Higher Education Commission accreditation criteria.
- A model to review and evaluate arts and sciences programs of study was also developed this year. A pilot study was conducted and preliminary data has been developed that will be analyzed in order to refine the model prior to implementation in 2006.

Student Activities

As enrollment at Iowa Western Community College has continued to grow, the college has expanded student activities to serve an emerging traditional college-age population. Competitive cheerleading, soccer and golf have been added to the diverse selection of activities in which students can participate as student athletes or spectators.

Institutional Research

Fundamental to data-driven decision-making is the information that qualitative and quantitative data provide. This past year, assessment reports have analyzed transfer success and developmental education success.

Academic Programs of Study

Business and industry needs surveys are conducted to identify potential programs of study. As a result of this process, the college implemented new programs in Turf and Landscape Management, Technical Theatre, Automotive Technology-TSEP, Paramedic Specialist, and Horticulture Transfer. This year Computer Programmer, Technical Support and Network Support and Administration programs were re-engineered. Programs of study in Instrumental Music and Vocal Music have been expanded.

Student Learning Outcomes Assessment

The Student Learning Outcomes Plan has been revised and will be initiated during the next academic year. As part of the process, faculty and staff have:

- assessed the general education requirements,
- revised terminology in accordance with Higher Learning Commission criteria,
- aligned program goals with the re-affirmed general outcomes for all graduates,
- adapted program learning outcomes and course learning objectives to the Nichol's Model of Assessment, and
- data collection and decision-making utilizing the revised plan will be initiated in the 2006 academic year.

Services and Facilities

- New facilities at the Cass County and Page-Fremont County Centers were opened in 2005. This will allow the college to offer expanded services and educational programming to meet constituents' needs in this part of the college's service area. New housing suites and major renovation and additions to Dodge Hall, to serve Transportation and Agribusiness Technology programs, are in process.
- The Southwest Iowa Performing Arts Center, an architectural state-of-the-art contemporary facility, offers a continuum of music and theatrical productions to serve the cultural needs of the region. Nationally acclaimed groups as well as student productions and concerts provide a diverse selection of entertainment.

Community Services

KIWR and CB-17 are radio and cable television media services which enable students to manage and/or produce electronic programming for the area. CB-17 partners with local high schools to showcase sporting events and other programs of interest.

Other Internal Assessments

- Assessment activities have also focused on internal feedback from students, faculty and staff. This has encompassed:
 - Noel-Levitz Student Satisfaction survey.
 - UCLA's Higher Education faculty survey.
 - Culture of the College survey.
 - "Norming" project.
 - Peer Institution Benchmarking (National Community College Benchmarking Program).
 - National Postsecondary Education Data Systems Benchmarking.
- Iowa Western Community College has crafted a continuum of resources and avenues to access and evaluate the institution, its programs and services. These processes will continue to provide vital and reliable data enabling the college to meet current and future needs of its constituents.

Southwestern Community College (SWCC)

Assessment Committee

During 2002-2003, Southwestern Community College conducted an extensive review of their student academic achievement plan and studied models to be implemented that address comprehensive institutional effectiveness. In November of 2003, all faculty and staff members were trained for the implementation of the Nichols Model, a model designed to train community college personnel to:

- Conduct ongoing assessment and evaluation of all divisions of the institution through systematic review of data.
- Establish goals based on collected data.
- Measure effectiveness of goal achievement based on data-driven results.

In fall 2004, a one-day in-service was held as a follow-up to the Nichols training. During the in-service, each division of the college identified areas of service, support, and instruction within their respective departments to assess during the 04-05 academic year. In June 2005, the Institutional Effectiveness and Assessment Committee will hold a one-day retreat to review results of the assessment projects and make recommendations for improvement. This model and cycle of assessment has become a part of the culture of Southwestern Community College and is designed to provide an ongoing process to be used for campus-wide improvements.

Collegiate Assessment of Academic Proficiency (CAAP)

During the 2004-2005 academic school year, Southwestern entered into the second-year of a pilot project to assess the performance of transfer students. The Collegiate Assessment of Academic Proficiency (CAAP) exams were administered to over 200 students in April. Results will be used by arts and sciences faculty to evaluate the college's general education programs of study and develop a capstone course requirement for completion of an Associate of Arts degree.

Employer Satisfaction Survey

An employer satisfaction report is completed annually by using information obtained from a graduate placement survey of the previous year. Surveys are mailed to employers who have hired graduates of Southwestern Community College's vocational/technical and career option programs.

The Employer Satisfaction Report is used to assist the administration, Board of Directors, faculty, and staff stay abreast of changes in today's workplace. Also, the information is used to evaluate educational offerings and to make modifications as needed.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for programs and are also reviewed through the program evaluation process.

Program Evaluation

Program evaluation is designed to provide a systematic assessment of all vocational/technical and career option programs offered at the college. The purpose of the process is to identify the strengths and weaknesses of each program and to encourage a process of program improvement. An interdisciplinary assessment team conducts program evaluation. Each program is evaluated annually by faculty and is evaluated in-depth by the program evaluation committee on a five-year cycle.

The evaluation process includes specific components identified by the DE and is to include a review of: curriculum, recruitment, educational resources, advisory committees, student achievement, staff development, student completion and graduation rates, and placement data.

Adult Education

The Adult Basic Education (ABE) program is now assessing every learner's academic needs as they enter the ABE classroom. Goals range from learning English as a Second Language (ESL) to reading, writing, communications, and math enhancement to studying for the GED tests. The instrument used statewide is Comprehensive Adult Student Assessment System (CASAS). Learners are then evaluated periodically to show learning gains.

All nurse aides complete a reading assessment. ECS Health Occupations, Level C Reading is the tool used. Students who score below 236 are referred for learning assistance at the Success Center.

Additional Assessments

A substantial number of additional assessments are completed throughout each year to determine current and future needs of students and the area. These include:

- Student Support Services, Student Satisfaction Survey - how students accessed services and whether the services were helpful.
- Graduate Placement Report – statistics of graduates per program, number employed, field of employment, location, and annual salary range.
- Student Demographics – survey taken during registration, orientation or testing to collect information on part-time/full-time, age, male/female, residence, housing, funding, college choice, needed services, scheduling preferences, and goals.
- Vocational/Technical and Career Option faculty members conduct pre and post tests to measure incoming abilities and evaluate academic and skill gains.
- All faculty members conduct a variety of assessments to monitor student understanding of course concepts and evaluate instructional methods.
- Student perceptions are collected in at least one class for every faculty member.
- Surveys of area high school students were conducted to determine whether Southwestern's schedule was meeting their needs and what additional or alternate courses could better serve their needs.
- Telemarketing was conducted with prospective students to identify and address questions about Southwestern and with current students to assess their satisfaction level.

Area Surveys

Two area-wide surveys were conducted during the 2004-2005 academic year to assess program needs of Area 14 employers. The Business and Computer Sciences department surveyed area businesses specifically for needed employee business management and computer skills. The director of SWCC Osceola Center surveyed local industry specifically for needed employee welding and industrial electronics skills. Results from the surveys have led to the development of a two-year AAS degree program in Management Information Systems and course offerings in Industrial Electronics.

Indian Hills Community College (IHCC)

- The college developed a Health Unit Coordinator (HUC) program Fall 2004 in response to a needs survey (100 percent return rate) in which 93 percent of respondents indicated a need to establish a HUC program.
- Established a Pharmacy Technology program in the winter of 2004 in response to a needs survey (42 percent return rate) in which 95 percent of respondents indicated a need for a Pharmacy Technology program at IHCC.
- Implemented a shared agreement with Des Moines Area Community College to offer a Medical Laboratory Technician program at IHCC Fall 2004. A survey conducted (85 percent return rate) identified a critical need for medical laboratory technicians in southeast Iowa. Ninety-six percent (96%) of respondents supported the development of a Medical Laboratory Technician program at IHCC.
- Established a Child Care Technician program to be implemented in a part time evening format Fall 2005. The creation of this program option increases educational flexibility for individuals currently employed in child care programs and supports the Governor's initiative to improve the quality of early childhood education in Iowa.
- The Advanced Technology division will offer the following weekend programs starting in August 2005: Computer Programmer/Analyst, Laser Electro-Optics Technician, and Bioprocessing. The aforementioned programs will provide better access to constituents that are unable to attend classes in the current format.
- The following programs will be added to the 2005-2006 Advanced Technology division curriculum: Computer Forensics, Ethanol Plant Technician.

Southeastern Community College (SCC)

A career academy steering committee was established to identify needs, monitor activity, and develop tools to assist with the evaluation of career academies and college credit Arts and Sciences courses for high school students. An evaluation form was developed, as well as a student progress form, which may be utilized by faculty.

The Paramedic Specialist program is beginning a full-time day schedule in the fall of 2005. Representatives on the advisory board from Area 16 ambulance and fire services have worked closely with the SCC EMS coordinator to revise and format the curriculum into a more user-friendly program. Enrollment for fall is increased by 50 percent as a direct result of this change.

The Iowa Community College On-Line Consortium (ICCOC) continues to expand enrollments and services offered to its students. Southeastern Community College is the fiscal agent for the ICCOC and provides most of the administrative staff for this valuable partnership. The ICCOC had a total of 7697 non-duplicated students and 15,098 duplicated enrollments. There were 315 unique college credit courses and 718 sections.

The ICCOC received a Title III grant in FY05 that provides additional funding and resources for assessment and evaluation. The Title III grant will provide resources and training to improve the quality of on-line teaching as well as the assessment of learners before and after their on-line experience. The ICCOC will use this resource to develop training and assessment programs for the next five years.

ESL classes continue to evolve. Southeastern offers ESL classes to neighboring colleges. SCC's ESL instructor/coordinator assisted in founding an Iowa community college organization.

Articulation agreements and college credit arts and sciences and Career Academy courses for high school students were established and/or expanded between high schools and postsecondary institutions to create seamless transitions for students from high school into postsecondary education.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative B: Improve articulation of career/technical and arts and sciences programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities), and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.

Department of Education Response

Articulation

- Model Secondary Curriculum - Community college agriculture instructors are working with secondary agriculture instructors to develop a model secondary curriculum. The primary objective is to improve articulation and increase student success upon transition to postsecondary education.
- Culinary Articulation - The instructors of the community college culinary programs met to discuss the possibility of developing a statewide culinary articulation agreement for secondary family and consumer sciences programs.
- Business Articulation - A joint business career and technical conference was held for FBLA/PBL and BPA advisors. This is in an effort to build unity among the business career and technical student organizations.
- Statewide Articulation - The Computer Business Applications statewide articulation agreement was developed and distributed to community colleges for review and signature.
- Advisory Councils - Iowa DE staff serves as an advisory council member for the Kirkwood Community College Information Management Systems Academy. The focus of the advisory committee is the development of articulation between Kirkwood Community College and the participating school districts. Staff also serves as a member for the Information Technology programs and the Administrative Assistants program at Indian Hills Community College as well as on the Region 16 Business Advisory committee.
- Iowa Tech Prep Network - The Iowa Tech Prep Network has successfully created tech prep programs in every area of the state. These programs are designed with a minimum of three units of instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an AAS degree. Many secondary students receive college credit while in high school for advanced-level instruction. During the current fiscal year, 15,260 students were served in tech prep programs in the state.
- Career Academies - A career academy is a program of study that combines a minimum of two years' secondary education with an Associates degree. The career academy is a program of study that is non-duplicative, sequential, and assures the course of study is skill- standards based, integrates academic and technical instruction, utilizes work-based and work-site learning where appropriate and prepares an individual for entry and advancement in a high-skill and rewarding career field. Career academy language was included in the "Grow Iowa Values" economic development initiative that was designed to grow Iowa's economy through educational training efforts that foster partnership between secondary career and technical programs and community college programs. The criterion for Iowa career academies and the Carl D. Perkins tech prep programs is consistent. In FY05, 25 career academy programs are in the developmental process.

- RCER (Regents Committee on Educational Relations) and LACTS (Liaison Advisory Committee on Transfer Students) Participation -- Department staff continue to serve on both the RCER and LACTS, two critical committees established for the ongoing improvement of transfer policies and practices between the community colleges and the Regents institutions. In March 2005, a presentation by representatives from the department, Regents institutions, and the community colleges highlighted the history and evolution of the community college-Regents universities relationships, the statewide and college to college/university articulation agreements, and institutional practices to enhance community college transfer. A significant accomplishment of the Regents institutions this past year is the University of Iowa's approval and offering of the Bachelor of Applied Studies (BAS) degree program for community college AAS program graduates.

Career and Technical Student Organizations

- Career and Technical Student Organizations (CTSOs) - Over the past 70 years, the State Board of Education has chartered career and technical student organizations. These student organizations provide development of leadership, technical, employability, and academic skills as well as linkages with business and industry through experience for the students involved in them. Currently, Iowa community colleges support six CTSOs. Those student organizations are Business Professionals of America (BPA), Phi Beta Lambda (PBL), Delta Epsilon Chi, Postsecondary Agriculture Students Association (PAS), Skills USA, and Health Occupations Students of America (HOSA). These student organizations serve students in business management and administration, information technology, and finance; marketing; agriculture; and manufacturing, transportation, construction, engineering, and graphic communications. The consultants in the department serve as state advisors for these student organizations.
- DECA Conference - Central Region Leadership Conference is being planned for November 18-20, 2005, at the Iowa Events Center. In the past, there has been an average of 3,000 high school students, advisors, and chaperones that have attended the event from 12 surrounding states. The states include Ohio, Indiana, Michigan, Kentucky, Minnesota, Iowa, Nebraska, Missouri, Illinois, Kansas, North Dakota, South Dakota, and Wisconsin. The attendees will be staying in the six hotels in downtown Des Moines. The \$225,000 budget will cover the three-day conference, which will include 2 keynote speakers, 50 break-out speakers, opening and closing sessions, busing for tours to local businesses, and staff and administrative expenses. Community college staff will exhibit their programs. The topics included are Sports and Entertainment Marketing, Leadership, Professional Development, Entrepreneurship, Technology Development and Marketing, General Marketing, and DECA. The Iowa DE is in partnership with the Greater Des Moines Convention Visitors Bureau. This conference will have a direct impact of over half a million dollars for the Des Moines area.

System-Wide Responses Contributed by Community College Liaison Groups

Association of Iowa Community College Arts and Sciences Administrators (AICCASA)

The Association of Iowa Community College Arts and Sciences Administrators (AICCASA) met four times during the 2004-2005 academic year. Meetings were held in September, November, February, and April for one or two days. All 15 community college districts are invited to send one or more representatives to the quarterly meetings. Fourteen of the 15 community college districts participate in the association. In addition, Bill Silag from the department has actively participated, and each of the Regent universities' transfer student coordinators are also members.

In fulfilling its mission to "promote faculty communication and development, create an informal mentoring system among Iowa's Arts and Sciences administrators, and support the integrity of the articulation and transfer function within the state of Iowa" several accomplishments are noteworthy.

- Participated in both the Dr. Kay McClenney and Dr. Cliff Adelman Community College Performance Indicators Task Force professional development presentations in conjunction with the September and April meetings.
- Each meeting is assigned a focus-conversation topic on a current issue in arts and science education. AICCASA members shared best practices and offered solutions to issues in the following areas: Phi Theta Kappa/honors programs, academic integrity, service learning, diversity.
- Larissa Conner from the Iowa ESL organization presented information about the current status of credit-bearing ESL coursework and programs statewide.
- AICCASA's relationship with the Liaison Advisory Committee on Transfer Students (LACTS) continues to be a high priority. AICCASA's LACTS representative provided a report on LACTS activities at each meeting. The members also participated in the annual meeting for the review of articulation agreements between Iowa's Regent Universities and community colleges. Seven statewide agreements were reaffirmed.
- An ad hoc committee was formed to review the organization's leadership succession plan and officer job descriptions. A plan for assuming the AICCASA presidency was modified to meet the changing organizational needs to require only a two-year commitment (vice-president, president) rather than the previous three-year commitment that included the secretary position within the sequencing. The organization recognizes the current climate for turnover due to retirement or promotion and/or significant job responsibility changes in the arts and science administrator position, which have made a three-year commitment difficult. In addition to delineating officer responsibilities, a standing committee structure has also been implemented beginning 2005-2006 to address AICCASA issues and projects.
- An annual event sponsored by AICCASA and the Regents' Transfer Coordinators is the articulation conference. In an attempt to restructure the conference coordination and change the date from the winter to fall, the articulation conference was tabled until September 23, 2005. The conference will address transition/transfer issues between community college students and regents' students (both traditional transfer and reverse transfer).
- AICCASA also co-sponsored a professional development workshop with the Iowa Community College Chief Student Services Administrators. Members of the arts and science and student services administrators participated in a cross-cultural understanding workshop presented by the Iowa Council for International Understanding on LGBTQA, mental illness, and related issues impacting students in our classrooms.

Career and Technical Deans and Directors

Common Course Numbering: The website, www.witcc.com/ccn, has the most current final drafts and second drafts. A few institutions are going forward with fall 2005 implementation and the rest are planning on fall 2006.

Chief Academic Officers

Chief Academic Officers (CAO) stay up-to-date on articulation issues. This year, meetings included discussions about career academies, high school and community college credit courses, on-line courses, and common course numbering. The CAOs are represented on the 2 + 2 committee and have worked closely with RCER and the LACTS. CAOs continue working toward common course numbering. The first two colleges will implement this in the fall of 2005; all other community colleges will implement in the fall of 2006.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

During FY05, the University of Iowa announced its Bachelor of Applied Studies program, designed for community college AAS degree graduates. In April, the statewide AA articulation (LACTS Agreement) was re-affirmed by the community colleges and Regent's representatives.

Community College Responses

Northeast Iowa Community College (NICC)

- **Guaranteed Transfer Admission Contracts (GTAC)**—In addition to articulation agreements with Iowa regent institutions, NICC has entered into GTAC agreements with Luther College, Upper Iowa University, University of Dubuque, Loras College, and Clarke College guaranteeing junior status to NICC students who transfer after receiving their two-year transfer degree from NICC.
- **Annual Meeting with Regents Transfer Representatives and Community College Advisors**—Advisors meet annually with regents transfer representatives to review articulation concerns and issues.
- **University of Dubuque (UD) Joint Admissions Agreement**—Students enrolling at NICC who plan to attend UD can be jointly admitted and are offered all the benefits available to UD students while attending NICC. They are advised by a UD advisor and can attend UD events.
- **Clarke College Joint Admissions Agreement**—Students enrolling at NICC who plan to attend Clarke College can be jointly admitted and are offered all the benefits available to Clarke College students while attending NICC. They are advised by a Clark College advisor and can attend Clarke events.
- **Dairy Agreement with Northwest Iowa Community College (NCC)**—In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an Intrastate Compact where NCC students can take most of the NICC Dairy Science program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the ICN; and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Iowa State University (ISU) Joint Admission of Dairy Science students**—By agreement between NICC and ISU, NICC Dairy Science students are jointly admitted to ISU when they begin the Dairy Science program at NICC.
- **Respiratory Tech Agreement with Eastern Iowa Community College (EICCD)**—By agreement, EICCD students attend NICC's Respiratory Tech program and share program facilities to respond to EICCD area medical employment demands.
- **Surgical Tech Agreement with Kirkwood Community College (KCC)**—NICC has joined a number of community colleges to offer this KCC program on the NICC campus. Ten NICC students take courses at NICC and by ICN at KCC for training in this career field.
- **Writing Partnerships with High Schools**—Area high schools participate in a writing project where the NICC Composition students and faculty critique the writings of high school students. This allows for growth in the writing skills of both groups.
- **CISCO Systems, Inc.**—NICC is the Regional Academy for 10 CISCO academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.
- **Health Occupations Consortia**—Area high schools have joined in consortia with NICC to provide health education classes to high school students. The three health consortia include: (1) Valley of Elgin, Sumner, West Central, Tripoli, Clarksville, and Greene; (2) Eastern Allamakee and MFL/MarMac; and (3) Ed-Co, Maquoketa Valley, Starmont, and Clayton Ridge.
- **Dual Enrollment**—NICC currently has 27 28E agreements with area high schools, which provide college level classes for high school students.
- **Charter School Partnership**—NICC is in the planning stages of a partnership with West Central Community Schools to offer a charter school to area high school juniors and seniors that will provide access to upper level math, science and technical reading courses. This partnership will provide students a fast track to completion of a two or four-year college degree and offer them courses otherwise not possible in a small public high school. There is only one other such innovative partnership between a community college and a K-12 school district in the state of Iowa.
- **Transfer Agreements with Upper Iowa University**—A true 2+2 agreement is in place between NICC and Upper Iowa University so industrial technology students can obtain a license to teach. NICC is also working with Upper Iowa University to develop an Ag Business degree.

- **BSN Nursing with University of Iowa**—Nurses from around northeast Iowa can now take University of Iowa coursework by ICN at NICC to obtain their four-year degree. This allows them to maintain their employment and further their education.
- **Electroneurodiagnostic Technology Agreement with Eastern Iowa Community College**—Students can do all of their general education credits with NICC and complete the core requirements with EICC.
- **Luther College/Upper Iowa University/University of Dubuque—Upward Bound Grant**—NICC applied for and received two Upward Bound grants with the support, cooperation, and assistance of Upper Iowa University, Luther College, and the University of Dubuque. The Upward Bound grant housed at the Calmar campus forged partnerships with Riceville, Oelwein, Lansing and Waukon high schools to recruit ninth to twelfth grade students from these districts. The Peosta campus Upward Bound grant established partnerships with Western Dubuque, Dubuque and East Dubuque schools to recruit ninth to twelfth grade students from their districts. The Upward Bound grants provide after-school tutoring, academic advising, study strategy development, career and college preparatory planning assistance, and cultural activities to all participants. Programming also includes a six-week summer educational component where students live on campus at the University of Dubuque and take core curriculum, college prep courses to facilitate their transition from high school to college.
- **High School Relations**—NICC has a full-time high school relations coordinator to work with district high schools to set up cooperative programs and will hire an additional Tech Prep coordinator in August 2005.
- **Alternative High Schools**—NICC contracts to operate four alternative high schools for 13 area high schools.
- **Career Academies**—NICC is developing academies for high schools in requested areas such as CISCO, automobile technology, carpentry, welding, etc.
- **Tech Prep and School to Work**—NICC has agreed to provide leadership and fiscal responsibility for the Tech Prep grant for Area I beginning July 2005.
- **Kuder Career Assessment**—NICC has licensed and provides free to the 68 public and private schools in the district with grades 7 and above the Kuder Career Assessment program. Known as <http://cooljob.nicc.edu>, this helps students explore careers and NICC to more efficiently contact students with specific career interests.
- **UNI Teacher Education Partnership**—Beginning Summer 2005 UNI will offer an Instructional Strategist/Elementary Education (ISEE) degree through NICC. UNI faculty will teach the classes either onsite at NICC, over the ICN, or via web-based courses. The experience-based program will offer a field experience every semester except one. In this program, students take two years of courses from NICC and then two years from UNI, resulting in a UNI degree. Graduates will receive regular Iowa classroom licensure and earn the Instructional Strategist I endorsement in special education to teach students with mild to moderate disabilities.

North Iowa Area Community College (NIACC)

- **Tech Prep:** More than 325 high school students participated in Tech Prep programs during the 2004-05 school year. Eighteen of the 24 area high schools have Tech Prep program partnerships with NIACC. Six off-campus academy sites, as well as the main campus location, offer career program opportunities in Industrial Technology, Health Care, Business, and Information Technology. New Tech Prep academies were opened in Charles City and Hampton-Dumont high schools. College courses in business and information technology are offered at these academies. Another Tech Prep initiative, the NIACC Beginning Web Page Development course, was added at 15 high schools. The NIACC Business and Information Technology Department provided faculty to train and mentor the high school teachers who are teaching the course. Through this unique partnership, 245 high school students earned college credit during the 2004-05 school year.
- **LEA Partnerships for College Instruction:** Partnerships between area high schools and NIACC allow qualified students to complete a portion of their general education while still in high school through Postsecondary Enrollment Options (PSEO). Total students enrolled in PSEO for fall 2004 was 180, and enrollment for spring 2005 was 177. In addition, through contracted classes, 262 students took NIACC classes at their high schools taught by high school instructors who met NIACC teaching qualifications.

- **Articulation Agreements:** Approximately 250 articulation agreements exist between NIACC and 24 area high schools.

Iowa Lakes Community College (ILCC)

College Articulations:

- Provided students with diverse backgrounds and abilities access to a full range of courses for enrichment, career exploration, lifelong learning, upgrading educational enhancements and exploration of new information technology.
- Provided a single point-of-contact for articulation agreement development and implementation within the student counseling area. Students interested in transferring to other institutions received information on current articulation agreements.
- Increased the number of articulated courses to senior division institutions.
- Updated articulation guidelines and made information available to faculty on the college share drive.
- Continued to participate in common course numbering process to provide a seamless transition from high school – community college – university.

High School Partnerships:

Alternative High Schools –

- Provided area residents with five alternative high school options.
- Investigated additional methods of retaining students to high school graduation.
- Improved methods of recruiting dropouts back into the classroom.
- Revitalized advisory committees to ensure more active roles in assisting the alternative high schools to be successful in serving students.

Regional Academy –

- Utilized the Postsecondary Education Option (PSEO) program and the Regional Academy to encourage students to find an area of interest to pursue after high school completion.
- Provided eleven new program offerings for Regional High School Academy.

Tech Prep –

- Partnered with area school districts to provide technical educational opportunity for career exploration.
- Increased the number of Tech Prep and college prep course offerings.
- Hosted secondary/PSEO articulation meetings and provided high school teachers and college faculty an opportunity to align standards and benchmarks with career/vocational program core competencies to ensure a smooth transition.

Other partnership support activities –

- Hosted area Superintendents at Estherville and Emmetsburg campuses.
- Provided in-service opportunities for secondary and college faculty.

Northwest Iowa Community College (NCC)

- **Community College/4-year Private Initiative-**Continued efforts on the establishment of a working relationship with Dordt College, has resulted in the creation of a 2 + 2 program between NCC's programs of Manufacturing Engineering Technology, Computerized Manufacturing, Industrial Instrumentation and Control, and Electrical Technology, as well as the establishment of a new Engineering Technology program at Dordt.

This is the first of a kind relationship between these two educational entities. This has been a multi-year effort which first started as a result of conversations between the colleges' presidents almost four years ago, and expanding last year when on April 5, 2004, NCC's Dean of Trade and Technology met with Dordt's Dean of Natural Science to start planning the possible option of Dordt initiating a new Engineering Technology degree, which would articulate with both NCC's mechanical and electrical programs. Conversations are now being held on establishing a program relationship in the area of Construction Management.

- **Articulation Agreements**-This past year, NCC signed articulation agreements with the University of Phoenix and Upper Iowa University. Students are able to obtain a bachelor's degree through distance learning. These articulation agreements allow for seamless transfer of courses.
- **High School Initiatives**-The transition for high school students to the community college is facilitated by the multiple jointly administered course offerings with area 4 schools. This past year over 300 high school students were involved in such programming.

Iowa Central Community College (ICCC)

Focus Area - Partnerships

Iowa Central has developed a new articulation agreement with Loras College in Dubuque, Iowa. Iowa Central also has articulation agreements and course equivalency guides with many other public and private institutions, including the following:

University of Phoenix
 Briar Cliff College
 Buena Vista University
 Coe College
 Drake University
 Iowa State University
 Luther College
 Mankato University
 Northwest Missouri State
 Palmer College of Chiropractic (renewed 2005)
 University of Iowa
 University of Nebraska at Kearney (renewed 2005)
 University of Northern Iowa
 University of South Dakota
 Upper Iowa University
 Hamilton College
 Loras College
 Simpson College
 Waldorf College (new 2005)

Iowa Central participates in a statewide articulation agreement with the Regents universities that allows for up to 16 hours of voc-tech credit as elective credit for the AA degree. There are also satellite programs on the Fort Dodge campus with the University of Iowa's College of Nursing in the RN-BSN program.

Because of the longstanding articulation agreements with the Regent's universities in Iowa, there are few problems for students who transfer to these institutions. Course equivalency guides are available on line and in paper format. Students are aware how courses will transfer when they choose their classes at the community college. If a transfer problem arises, it is resolved via discussion among the transfer advisor at the receiving institution, the student, the department chair and registrar at Iowa Central. Community colleges in Iowa are implementing a common course numbering system. It is intended that this will facilitate transfer among the community colleges and to four-year colleges.

Iowa Central has worked to improve articulation with Buena Vista University in the areas of Human Services and Education majors and continues to expand and grow in the area of articulation agreements both within and outside of the Area 5 region.

Recently, the college has expanded articulation to Southeast Polk High School in the area of CNC, and have had requests to discuss opportunities in other areas as well. The following is a list of schools that Iowa Central Community College has either a college credit programs for high school students or articulated agreements with: Albert City-Truesdale; Alta; Clarion-Goldfield; Des Moines Central; Eagle Grove; East Greene; Fort Dodge; Fort Dodge-St. Edmond; Humboldt; Jefferson-Scranton; Laurens-Marathon; Mt. Michael, NE; Manson-Northwest Webster; Newell-Fonda; Northeast Hamilton; Paton-Churdan; Odebolt-Arthur; Pocahontas; Pomeroy-Palmer; Prairie Valley; Rockwell City/Lytton; Schaller-Crestland; Sioux Central; South Hamilton; Southeast Webster; Southern Cal; Storm Lake; Storm Lake-St. Mary's; Twin River Valley; Wall Lake View Auburn; and Webster City.

Iowa Central has developed strong partnerships with our Area 5 school districts. The college continues to offer many courses to the high schools through Project Earlybird (contracted college credit courses) and the Postsecondary Enrollment Options Act (PSEO). The college has also partnered with two local school districts for a charter school at Southeast Webster and Storm Lake. Students will be able to take courses on campus and through the Distance Learning programs.

A new concept that is beginning to come up in Iowa is the charter school. The Iowa Central charter school at Burnside (Southeast Webster) is just completing its first year. This has been a tremendous partnership between the Southeast Webster School District and Iowa Central. It has been a success and because of its success, starting the fall of 2005, Storm Lake High School will be starting a charter school to help meet the needs of ESL.

We are on target to move forward with the statewide plan for common course numbering for community colleges. Math and science course numbers were changed to be compatible with the common course numbering system being implemented by the Iowa community colleges.

Iowa Valley Community College District (IVCCD)

IVCCD continues to update its articulation agreements with area high schools and has added several new courses to the 28E agreements based on school district interests. In addition to the previous career academies, an Agriculture Academy was instituted with the Northern, Central, and Poweshiek County consortiums with an emphasis on Sustainable and Entrepreneurial Agriculture in the central consortium and Agriculture Business in the Poweshiek County consortium. In addition, a Swine Management Academy in the northern consortium and a Drafting/Design Technology in the central consortium have been developed. Previously, eight career academies have been instituted with block times for secondary students in the areas of Machine Trades, Industrial Maintenance, Carpentry, Computer Network Management, Hospitality, Broadcast Technology, Business, and Certified Nurse Aide. Improvement in addressing articulation problems has been made through the input of the consortium of school districts (Northern, Central, and Poweshiek) and with the aid of the local area education agency (AEA 267). Membership in the consortium includes K-12 superintendents, principals, and counselors, along with IVCCD academic administrators and faculty who work together to set and meet mutual goals and address district concerns.

To promote these career academies, the IVCCD marketing and communications office has produced new marketing materials in conjunction with the AEA. All information related to the high school/college connection is integrated into a single location on the college website and a recruitment CD for high school faculty and counselors, students, and parents. The college is providing a career assessment service to interested career-oriented students through the Kuder career skills inventory service.

Other partnerships include continued involvement in the statewide common course numbering initiative which will be implemented in Fall 2006 and new articulation agreements with the University of Phoenix, UNI, Grandview College, Palmer Chiropractic College, and Haskell University have been started or completed within the past year.

Hawkeye Community College (HCC)

- The college is developing an Information Technology Academy with Waterloo Community Schools. The academy will result in information technology credits that articulate with the Hawkeye Community College degree.
- Developed K-12 partnerships with area school districts in areas of contracted courses and CISCO computer training.
- Hawkeye Community College library provided web access to its licensed on-line resources through a proxy server that verifies current enrollment in college courses. On-line access is available to all registered students, on and off campus, *including high school students* who are taking contracted courses.
- Hawkeye Community College library implemented a document delivery system, which uses email to provide access to licensed periodical articles that have been requested by registered students, including students who are taking contracted courses. This service provides access to materials that are not available as full-text on-line resources for all students, *including high school students* who are taking contracted courses.
- Emphasized articulation as an integral component of new and existing programs in career education and career option offerings.
- Continued a Tech Prep initiative in the area of manufacturing careers, specifically Computerized Numerical Control, to enhance articulation from K-12 to the community college; i.e. HCC and on to the four-year university; i.e. UNI.
- Continued a Tech Prep initiative in life sciences, specifically nursing, to enhance the articulation with Allen College.
- All transfer plans were updated for the University of Iowa (U of I) and the University of Northern Iowa (UNI). Iowa State University (ISU) transfer plans are currently being updated.
- Equivalencies have been reviewed and updated with new catalogs at the U of I and UNI. ISU equivalencies are being updated right now with the new 2005-2007 ISU catalog.
- The Liaison Advisory Committee on Transfer Students (LACTS) Public Connection--Transfer agreements page was updated for Hawkeye Community College (HCC), recording all our program to program agreements, transfer plans, and associate of arts (AA) degree transfer agreements with the three regent universities.
- Attended meetings with admissions representatives from the three regents and state community colleges to discuss transfer and articulation issues.
- Attended the Transfer Articulation Conference to discuss transfer options and the Course Applicability System (CAS) sponsored by the Regents Committee on Educational Relations (RCER) and LACTS.
- Transfer agreements were updated with Loras College and Simpson College, with on going discussions to improve the transfer agreements with William Penn University, Mt. Mercy College, Wartburg College, and Upper Iowa University (UIU) College.
- Attended one-day conference with UNI College of Education to discuss and improve transfer of education students from the community college to UNI.
- Participated in a telenet discussion and review of the University of Phoenix articulation agreement with Iowa community colleges.
- Participated in ongoing discussion with other community colleges and regent admissions officers of how the common course numbering system will affect transfer and articulations.
- HCC college recruiters visited Dunkerton High School to register students in Postsecondary Education Option (PSEO) courses. Purpose was to provide better information concerning appropriate coursework for transfer to four-year colleges.

Eastern Iowa Community College District (EICCD)

There have been a variety of activities in this area at the EICCD colleges. Muscatine Community College (MCC) has established the Eastern Iowa Agricultural Learning Cooperative, an agreement between 20 area high schools and MCC's agriculture programs. The cooperative agreement provides all members; 1) professional development opportunities, 2) a common articulation process, and 3) dual-credit courses delivered via the ICN. Currently funded by the USDA, the Eastern Iowa Agricultural Learning Cooperative's purpose is to provide an agricultural education option to high schools without an agriculture program.

Clinton Community College (CCC) has developed working relationships with the high schools in its service area, including meetings with high school principals on a regular basis to discuss articulation of high school and college courses. It has agreements with the schools and sends vocational faculty and the dean to meet with instructors in the schools as well as with curriculum directors. These initiatives have been beneficial in creating articulations and courses that provide college credit classes for high school students. In areas of disagreement with transfer and articulation, district personnel have attempted to meet with the faculty and deans at these institutions to compare the objectives of the coursework. Presently there is no mediation system when an agreement cannot be met. The desire is to make the transition to college as easy as possible for these students. A master file of all articulation agreements has been developed for EICCD colleges (CCC, MCC, and Scott Community College).

Scott Community College (SCC) activities in these areas include meetings between all six high schools in the Quad City area and several career cluster programs. At least six articulation agreements have been updated and a new articulation agreement has been established with an Illinois high school. In addition, college credit granting academies have been devised to ensure the seamless transition of students from high schools to community colleges. Programs for the following academies have been accomplished this past year: Student Built Home project with seven schools, serving 40 students; a Culinary Arts Academy with five high schools serving 30 students; a Transportation Technologies Academy with three high schools, serving 16 students; an Allied Health Academy with two high schools serving 16 students; and a Manufacturing Academy serving 95 students.

Kirkwood Community College (KCC)

This year, Kirkwood Community College updated all articulation agreements in the business area. This is part of an on-going effort to maintain an up-to-date curriculum at both the college and high school level. High school faculty is required to sign new articulation agreements for these up-dated courses.

Kirkwood continues to provide direct transcription of articulated courses. This allows students earning articulated credit to have it directly placed on a transcript. Over the past 10 years, students wanting to receive articulated credit needed to attend Kirkwood within one year of high school graduation and earn 12 semester hours of credit before the articulated credit appeared on their transcript. This new process still requires high school faculty to validate competency attainment at agreed upon performance levels, submit the articulation validation form, and submit a student transcript. The articulated credit will then be placed on the student's transcript. It will help students continuing at Kirkwood to be more aware of this earned credit. In addition, high school faculty can access all articulation-related information and forms through the college's website www.kirkwood.edu.

To achieve a more seamless education system, Kirkwood continues to provide feedback to area high schools on their graduates. This includes college placement data in math and writing. High schools also receive one- and five-year data on graduates at Kirkwood, including program major, credit hours earned, and diploma or associate degree received. Districts are encouraged to utilize this data with their comprehensive school improvement plan.

In partnership with the Marion Independent School District, Kirkwood piloted the COMPASS assessment instrument with over 150 Marion High School students. The results of this math, writing, and reading assessment will be used in developing these students' class schedule their final two years of high school. This pilot is designed to ensure all students are prepared to do college-level course work.

Articulation continues with the College of Agriculture at Iowa State University. Complete programs are in place with the Agronomy department, Animal Science department, Ag Education and Studies department, and the Agribusiness department.

Kirkwood is partnering with area colleges and universities to develop articulated programs of study for Kirkwood students planning to transfer in a Science, Technology, Engineer and Mathematics (STEM) discipline to an area college. This effort goes well beyond the course-by-course articulation and Associate of Arts degree articulation currently in place.

An additional high school Health Science Academy site was added this past year. This includes an additional site at Center Point-Urbana, Calamus-Wheaton, and Mid-Prairie. The college is planning to add an additional site at West Branch in the fall.

Kirkwood is adding a new Business Health Academy for the 2005-06 school year. Kirkwood is exploring the possibilities of a Pharmacy Tech program in our high school Health Science Academy. The Information Systems Management Academy increased its presence with classes being offered in 20 area high schools. This is an increase of five schools from the previous year.

Kirkwood Community College Business faculty worked with a team of high school faculty to develop curriculum for a new course, IT Essentials. It is intended that the course be introduced at the freshman/sophomore level. It is a suggested prerequisite to the IT Academy.

The business department is in the process of developing a Career Option transfer program in Computer Programming with the University of Iowa. The goal is to articulate the Management Information Systems BBA major. The college will also pursue this same concept with the University of Northern Iowa.

Another transfer option that the Business department will be working on is the follow-up discussions with St. Ambrose University, which involves our local area network (LAN) students. St. Ambrose has a four-year degree in networking as well as a graduate degree. An initial meeting is scheduled in August.

An articulation agreement was signed with William Penn to provide ease of transfer for Business and Information Technology majors.

The Education and Human Services Academy pilot was launched in fall 2004 and spring 2005 at Metro High School in Cedar Rapids. Thirty-six (36) students from Mt. Vernon, Kennedy, Linn-Mar, Kirkwood Lincoln Center, Marion and Metro High Schools participated. This Academy is the first Arts and Sciences Career Academy of its kind. It has been designed to introduce students a wide range of "helping professions" careers and provides entry-level skills and academic preparation in four course areas: Making a Difference (also known as Introduction to Disabilities Services Careers) – six students; Introduction to Early Childhood Education – nine students; Human Services Careers Orientation – nine students; and General Psychology – 12 students. All academy programs require regular attendance and completion of college-level course work. Plans are being made to add a second tier of courses in each area of study. In 2005-06, all classes will be held at Kirkwood's Resource Center in Cedar Rapids.

The college has continued the development of career academies that articulate with programs in the Industrial Technologies department. There are several new academies this year including Advanced Manufacturing, Automotive Collision Repair and Welding Technology. Many AAS degree programs in Industrial Technology articulate seamlessly with William Penn University. Electronic Engineering Technology now articulates with the University of Iowa's BS in Electrical and Information Engineering Technology.

Des Moines Area Community College (DMACC)

DMACC continues to develop articulation agreements and relationships with the area high schools to provide seamless educational opportunities for all students within the districts. The college has experienced growth in health, auto collision, automotive technology, building trades and culinary. Emphasis is placed upon efficiency with consortia of school districts, which have established cooperative agreements to pool resources and provide opportunities not otherwise available within individual districts.

New areas of growth are expanded opportunities in the building trades, health, auto technology and biotech across the district. DMACC is involved in project Science Education Mobile (SEMI) to allow for more students to become exposed with biotech in a portable classroom, which will move around our district. The college currently offers eight 2+2 career advantage programs in high tech career and technical programming. In addition to the career technical classes and programs offered, the college supplements offerings in the academic areas to allow for the proper academic foundation to be built for the students. Many of these career advantage programs are connected to business and industry programming through the ACE programming. The college is also working to offer completion opportunities in the area of aviation for students who attend the Central Campus programming and will continue into the completion program of General, Airframe and Powerplant Mechanics.

DMACC has articulation agreements with the Regent universities and independent colleges and universities. The college is also continuing the development of a teacher program with Grandview College which will allow students interested in teaching at the high school level in career/technical areas the opportunity to complete their education through a joint project between the two colleges. The college has begun the process in the area of Culinary Arts and plan to allow students in the upcoming year to transition into the necessary classes which will allow for students to more readily connect their educational experiences from one institution to another.

Des Moines Area Community College staff and faculty meet annually with representatives of Iowa's three Regent universities and 27 of the Iowa independent colleges and universities to specifically discuss the articulation and transferability of courses. In addition, DMACC academic deans and program chairs hold biannual meetings with representatives of four Iowa colleges and universities to explore 2+2 program development.

DMACC Student Services staff is currently working with members of the Career Advantage program to assure that policies and procedures are being re-engineered to assure high school students move seamlessly into the 'normal' credit stream at DMACC following their graduation from high school.

Western Iowa Tech Community College (WITCC)

Common course numbering (CCN) was developed and will be implemented fall 2005. This state initiative was led by the Vice President of Instruction and Student Services and will align courses across Iowa's public higher education institutions, thus smoothing articulation.

In 2004, WITCC entered into new articulation agreements with Waldorf College in Forest City, Iowa and Upper Iowa University in Fayette, Iowa.

Faculty from WITCC meet regularly with their disciplinary counterparts from Morningside College and Briar Cliff University to develop transfer plans for majors at the four-year institutions. Morningside and Briar Cliff have such a presence on the WITCC campus that WITCC students who intend to transfer to one of these schools are simultaneously advised by WITCC and by Morningside or Briar Cliff personnel.

Iowa Western Community College (IWCC)

Iowa Western Community College has proactively pursued new articulation agreements with area high schools, regional colleges and universities as well as the state universities. Existing articulation agreements are reviewed annually to align curriculum changes and new programs with educational partners to ensure a seamless pathway for students.

K-12 Articulation

- The college continues to promote career and technical articulation agreements with area high school vocational programs. The Tech Prep coordinator is working with college admissions staff to develop a systematic process for transcribing articulation credit.
- A five-year plan has been crafted to implement the Career Edge (Kirkwood Career Academy) Model. During year-one, staff development will focus on seamless education. High school vocational instructors will collaborate with college math, science and language arts instructors to develop seamless curriculum from the ninth grade through the associate's degree.

Liaison Advisory Committee on Transfer Students (LACTS)

The college has actively participated in annual meetings of this statewide group. The Iowa Vocational Technical Deans and Directors Association has requested that a transfer agreement for the Associate in Applied Science-Bachelor of Technology degree be explored with the Regent's universities modeling after the current Bachelor of Liberal Studies program.

Common Course Numbering Project

Faculty and staff have collaborated with community college peers to finalize this project within respective academic disciplines. Iowa Western Community College plans to implement the common course number system in fall 2006.

College and University Articulation and Transfer Agreements

New specialized articulation agreements were developed with Upper Iowa University and Dana College to compliment the extensive portfolio of general transfer plans that the college currently has with the following partners:

Upper Iowa – Fayette, Iowa	University of South Dakota-Vermillion, SD
University of Northern Iowa	UNO – Omaha, Nebraska
UNK – Kearney, Nebraska	Iowa State University –Ames, Iowa
University of Iowa – Iowa City, Iowa	Simpson College-Indianola, Iowa
Peru State – Nebraska	Missouri Western University – St. Joseph, Mo.
Osaka - Japan	Hiroshima – Japan
Graceland College – Grandview	Graceland College – Lamoni,
Grace University – Omaha, Nebraska	College of St. Mary's – Omaha, Nebraska
Dana College – Blair, Nebraska	Central Missouri State University -Warrensburg,
Creighton University – Omaha, Nebraska	Missouri
Buena Vista University– Storm Lake, Iowa	Benedictine – Atchison, Kansas

Iowa Community College On-line Consortium (ICCOC)

Through this unique partnership, seven Iowa community colleges offer on-line courses that are transcribed seamlessly between the institutions. This collaborative partnership has provided global educational opportunities. The ICCOC has linked with on-line local colleges and universities such as Cappella University, Bellevue University and Northwest Missouri State University, to provide opportunities for transfer after students complete the associate's degree. ICCOC members are exploring the development of specific programs of concentration in business marketing and criminal justice that can be completed in this distance education methodology.

Student Success Activities

Whether students are enrolling at Iowa Western Community College or transferring to colleges and universities, the college has designed programs to improve student retention and success. These include:

- initiated a program of study specific orientation sessions for each department.
- developed a first-year experience course encompassing a component on career exploration.
- created a transfer planning map for use in advising transfer students.
- conducted the College Transfer Fair and first annual College Planning Day.

Southwestern Community College (SWCC)

Tech Prep Articulation Handbook

Southwestern Community College staff developed and circulated an articulation handbook to all Area 14 school districts. The handbook was originated to provide a framework for articulation processes and facilitate career program articulation between SWCC and the secondary schools, thus enabling students to move easily from one educational level to the next. These articulation agreements are updated annually by working with area superintendents through their monthly meetings at the main AEA 14 office in Creston.

Articulation Agreements

Southwestern Community College has articulation agreements with each of the K-12 school districts participating in the Tech Prep programs. These agreements are updated annually. Southwestern also sponsors workshops to review curriculum with college faculty and K-12 instructors.

Southwestern Community College also is in the process of developing articulation agreements with UNI for Industrial Technology, Northwest Missouri State University for Business Administration and Computer Sciences, Bellevue University for transfer of the Iowa Community College On-line Consortium AA degree, Iowa State University for Agri-Business Management, and Buena Vista University for Professional Music. These agreements will focus on the transferability of on-line classes; arts and sciences course offerings, as well as career education course work.

Common Course Numbering

The community colleges are in the process of implementing a common course numbering system. The project is designed to enhance articulation between the colleges. Southwestern Community College and Western Iowa Tech will be the first two colleges to use the new system for the 2005-2006 academic year.

Indian Hills Community College (IHCC)

- Continued to develop new and revise existing articulation agreements.
- Continued to promote articulation to constituents to further the understanding of the benefits of a community college education.
- Increased the percent of graduating seniors enrolled in high school health occupations programs at IHCC articulating into a Health Occupations programs at the college level (community colleges, independent colleges, and state universities). In 2004, fifty-three percent (53 percent) of the 131 graduates of the IHCC high school health occupations program entered a health occupations program. In 2005, 61 percent of the 150 graduates of the IHCC high school health occupations program articulated to a health occupations program at the postsecondary level.
- Initiated revision of career pathways for health occupations and early childhood education for the twenty-three high schools in Area XV.
- Increased participation in the High School Health Occupations program by the addition of two high schools, Hamburg and Twin Cedars of Bussey.
- Participated in the common course numbering meetings that are relevant to our technical offerings.

Southeastern Community College (SCC)

Southeastern Community College will expand Arts and Sciences college credit offerings (e.g. Calculus, Speech, and Biology) using qualified teachers in selected high schools.

Area high school instructors and counselors met with SCC and Iowa Wesleyan instructors regarding the areas of Office Technology and Information Technology, Industrial Technology, and Agriculture. These meetings resulted in 136 course-to-course articulation agreements.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative C: Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts.

Department of Education Response

Partnerships

- Ag Alliance - The DE is cooperating with the partnership among community colleges to create a common curriculum, increase student awareness of agricultural careers, and allow students to move seamlessly from one community college to another. Ag Alliance continues to be very active in assisting with marketing the postsecondary agricultural programs at major trade shows and with related materials.
- Iowa Choices - The Iowa DE and ICSAC collaborate on a statewide career information delivery system, which is Iowa Choices. The development of partnerships is supported among local community colleges, other educational entities, and K-12 districts. Information on suggested courses for students in grades 9-12 and the first two postsecondary years is provided utilizing both the Iowa Career Pathways and the 16 USDE Career Clusters. Iowa Choices also connects student occupational/career goals with postsecondary programs/majors offered at Iowa institutions. Through the accountability component of Iowa Choices, most frequently viewed occupations and educational institutions data is aggregated. This information may be reported to an administrator. Individual choices are also available but are covered under confidentiality of data.
- Iowa Comprehensive Counseling and Guidance Program Development - The Iowa Comprehensive Counseling and Guidance Program Development Group, which includes professionals from K-12, AEA, community colleges, public and private colleges and universities, was reorganized into an advisory committee. The advisory committee provides counsel and feedback on the products, trainings, and processes to better meet the needs of secondary and postsecondary institutions.
- Business and Industry Partnerships - Business and industry partnerships have resulted in sponsorship for FBLA/PBL and BPA competitive events. In addition, a banking institution has partnered with the Iowa DE in planning for training involving financial literacy initiations. Financial literacy was identified as a major emphasis for training for the year for instructors' use in the classroom. Area representatives were provided with an in-service opportunity at the IBEA conference to explain the financial literacy offerings and the method of obtaining speakers for area meetings.
- Industry Partnerships - The Iowa DE has fostered partnerships with fifteen statewide trade associations, labor unions, and individual companies. These partnerships are being utilized to involve business and industry in the career and technical programs throughout the system. Business and industry personnel have become increasingly involved in statewide construction technology curriculum and automotive technology initiatives. Partnerships have also assisted SkillsUSA in showcasing the leadership and technical skills of community college students.
- Iowa Industrial Tech Expo - The DE has partnered with the Southeast Polk Rotary Club, the Rotary Club of Iowa, and a local school district to offer the Iowa Industrial Technology Expo. The Expo highlights the achievement of over 900 student entries from students across the state of Iowa. The local Rotary Club and the school district provide all of the coordination, judges, and facilities for this statewide event. The state Rotary Club encourages local organizations to partner with local schools to assist them with logistical support as well as financial support. This event provides an opportunity for community colleges to exhibit their programs to high school students who are interested in technical fields.

- Early Childhood Alliance – The DE is cooperating with this newly formed alliance among community college early childhood programs to increase student awareness of careers in family and consumer sciences. The alliance strengthens the articulation between secondary family and consumer sciences child development programs and community college programs.
- Industry Partnerships – The DE has partnered with the Hospitality Association of Iowa to introduce family and consumer sciences (FCS) secondary instructors to the industry-based food management program, ProStart. The information was shared during the statewide FCS teachers' conference and regional FCS workshops. The Hospitality Association sponsored Iowa's first ProStart culinary competition in March, 2005.

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

Community colleges participated in the design and implementation of career academies and use of Iowa Values Fund to support career academies. The Chief Academic Officers participated and supported this design and implementation.

Community College Responses

Northeast Iowa Community College (NICC)

- **CISCO Program**—NICC assists in the training and equipment acquisition for CISCO academies in northeast Iowa.
- **Cresco Center**—Responding to community needs, NICC is renting a \$1.5 million technology and classroom center in Cresco to provide vocational and transfer classes to students and citizens of the Howard-Winneshiek School District.
- **Oelwein Center**—NICC has been working with the Oelwein Community School District to possibly expand the NICC center in their community.
- **Tech Prep AEA Partnership**—NICC and the Keystone Area Education Agency work together to deliver Tech Prep program activities throughout the area.
- **Continuing Education Activities**—The continuing education division of NICC works with business, industry, and organizations in every community in the district to develop and promote specific education and training programs in their towns.
- **Additional Centers**—Responding to community needs, NICC is working with the schools and communities in Allamakee and Clayton counties to potentially establish a center in those locations.
- **One Source Training**—NICC is a partner with the other 14 community colleges in providing consistent, high quality training to business and industry throughout Iowa.
- **Charter School Partnership**—NICC is working with West Central Community Schools in Maynard to develop a charter school.
- **Weld Center in Manchester**—NICC partnered with the local school district and with business and industry in Manchester to develop a new weld center in response to business and industry need.
- **Business Accelerator Grant**—In Dubuque, NICC will be partnering with other local colleges and agencies such as the Greater Dubuque Development Corporation and the City of Dubuque to help businesses expand through a business accelerator grant from the Iowa Department of Economic Development.

North Iowa Area Community College (NIACC)

LEA Agreements: NIACC has provided incentives, such as 28E agreements and flexible scheduling, for high school audiences. In fall 2004, 102 students took contracted classes at their high schools. In spring 2005, 176 students took advantage of these opportunities.

Iowa Lakes Community College (ILCC)

Business Competition –

- Provided opportunity for area secondary students to compete for scholarship funds and recognition of skills mastered in areas of business applications, communications, computer applications, web-design presentations and interview skills.

Career Exploration Days –

- Hosted area high school sophomore students. Community members, and college students pursuing careers within the industry delivered short presentations. High School students attended three breakout career sessions on the Emmetsburg, Estherville and Spencer campuses. Students were encouraged to participate in hands-on activities in addition to the seminar sessions.
- Hosted a career exploration event for area eighth graders.

College Day –

- Hosted a College Day for area junior and senior high school students. College recruiters participated in this annual event to provide a one-stop shopping experience for students to explore higher educational opportunities without traveling around the state/region.

International Student Program –

- Continued to partner with the Youth for Understanding student exchange program.

Iowa Community College On-line Consortium –

- Continued to expand on-line learning opportunities for Iowa Lakes' students.
- Realized a significant increase in credit hours and number of faculty that have created on-line courses and received training.
- Established Student Services Concierge position, through a cooperative federal Title III grant, as a single point-of-contact to students accessing support services.

Secondary Programs –

- Continued to expand shared programs and college prep courses.
- Updated high school articulation agreements.
- Hosted two workshops for high school teachers and college faculty to align standards and benchmarks with core competencies.

Career Academy –

- Utilized the PSEO program and the Career Academy to encourage students to find an area of interest for career exploration and encourage completers to pursue a degree upon graduation.
- Increased program offerings for Career Academy.

Tech Prep –

- Reviewed the articulation process and current Tech Prep agreements.
- Maintained quality and consistency in off campus courses.
- Provided staff development activities for both high school and college instructors.
- Increased marketing tools to area high schools and community on Tech Prep programs.

TRiO Programs – (support targeted for first generation, low income students)

- Educational Talent Search served over 800 students in grades 5 through 12 both in school and those re-entering the education system.
- Upward Bound provided support for 60 students from nine partner school districts.

Other partnerships –

- USDA Cooperative State Research, Education and Extension Service grant funding strengthened the Iowa Ag Alliance partnership and provided curriculum training for high school teachers and community college faculty on "Food Safety". Partnered with a local school district and veterinarian to demonstrate and explain postmortem of a steer. Converted VHS to DVD and distributed to secondary and community college instructors across the state.

Northwest Iowa Community College (NCC)

- **Jointly Administered Program**-NCC has worked extensively in developing flexibility in working with area schools to allow for expansion of opportunities to local high school students. The option of college credit for the student, additional funding for the school district, and more efficient use of resources are all incentives for these cooperative relationships.
- **BA Opportunities on Campus**-Classroom space has been provided to Briar Cliff who brings area students the opportunity to complete a BA in accounting or human resource management on the NCC campus. Conversations have also been initiated on the concept of pooling student and sharing faculty.
- **Grant Writing Services**-As no LEA in the area has a staff person with the responsibility of pursuing grant opportunities for their district, the college has provided this service when it has the potential to positively impact the entire system of education delivery in northwest Iowa. This year the college is operating a Title IIB grant on behalf of a consortium consisting of NCC, Morningside College, and local education agencies (LEA's). As a result of this grant, 23 math and science instructors were involved in a year long staff development project.
- **Tech Prep**-NCC provides support and incentives to local high schools for participating in tech prep initiatives through funding made available through the Tec Prep grant. While the college applies for the grant, coordinates its operation, and completes all reports, the LEA's benefit from the resources that are made available for such purposes as 8th grade career day and LEA instructor staff development.
- **Sioux Center Community Ed**-NCC, Dordt College, the Sioux Center School District, and the city of Sioux Center combine their resources in support of the Sioux Center Community Education program.
- **Local Continuing Education**-The continuing education division in cooperation with local districts brings education opportunities to rural communities. The college is the key player by providing the support for the administration of these programs.
- **Career Day**-NCC provides facilities and resources for 8th and 11th grade career days, which are cooperative ventures with AEA 4 and the LEA's in northwest Iowa.
- **Skills-USA-VICA** Instructors and students from programs at NCC activity participated in the Iowa Skills USA Organization.
- **ICCOC**-NCC and six other community colleges are a part of a very pro-active consortium, which is delivering a full array of educational opportunities and services to on-line students. Increased class size has been a financial incentive to all participants. Increased offerings for the local students as well as flexibility in scheduling have supported this growth.
- **ICN**-To increase opportunities for local high school students while effectively addressing the concern for instructional time lost during transporting of students, the college establishes a yearly schedule of ICN offerings based upon input of LEA's.

Iowa Central Community College (ICCC)

Focus Area - Distance Learning

Iowa Central partners with all school districts in the nine-county area by offering college contracted courses (Earlybird) and PSEO. Partnerships with Southeast Webster this past year and, and Storm Lake next year, have expanded the school districts offering charter schools. As the need for instructors continues to be a challenge for both high schools and Iowa Central, we partner with each other to ensure quality instructors are available.

Storm Lake High School, Buena Vista, Iowa Central Charter School

21st Century Jobs Require 21st Century Skills—Many people may be surprised to learn that companies are having a hard time filling jobs. Although we hear about corporate downsizing and job reductions, millions of jobs remain unfilled due to a shortage of properly trained candidates. The gap between the demand for well-trained employees and the supply of skilled workers grows wider every year, say experts at the Association for Career and Technical Education. According to the US Bureau of Labor Statistics, 17 of the 20 fastest growing occupations within the next decade will require career and technical education.

One solution to the skill gap problem will be to provide students with greater exposure to programs that prepare them for successful employment. That's just one of the goals of the new Storm Lake, Iowa Central, Buena Vista Charter School. Storm Lake High School students who participate in the charter school will have access to high skill career programs which deliver high wages all at no tuition cost.

Career and technical education advising and mentoring available through the charter school will help youth choose from a wide range of careers from a registered nurse to a manufacturing maintenance technician.

Career and technical education subject areas and programs available to Storm Lake Charter School students are trade and industrial (Automotive Technician, Carpenter, Electrical Maintenance, Machinist, Tool and Die Makers, Welding, Computer-Aided Drafting, Computer Numerical Control Technician); health occupations (Nursing, Radiography, Dental Hygienist, Medical Assistant, Paramedic and Medical Lab Technician); agriculture careers related to Food and Fiber Production and Agribusiness; business accounting (Business Administration, Management, Information Technology and Entrepreneurship); marketing (Management, Entrepreneurship and Merchandising); Criminal Justice/Law Enforcement; and Broadcasting.

Each of the career programs offered through the charter school may require varying levels and years of education. Academic counselors and mentors will design an individual career plan for each Storm Lake Charter School student based on the student's career goals and academic abilities.

Daily transportation will be provided to a number of the career and technical programs that are offered at the Fort Dodge Center of Iowa Central.

Students may also choose to complete an Associates of Arts degree with an elective emphasis in a number of pre-professional career fields including medicine, physical therapy, chiropractic, optometry, engineering, dentistry, law, pharmacy, veterinary medicine, finance, accounting, banking, and elementary and high school teacher education. The charter school is open to all Storm Lake High School students.

Iowa Central Community College Storm Lake Center and Storm Lake High School

Intensive English as a Second Language (ESL)—A new shared program in intensive ESL program started in FY04/05. Over the years, the Storm Lake schools and Iowa Central have both had a very effective ESL program supporting secondary and daily language communication skills. However, with the recent increase of English language learners, 33 percent of the total enrollment at the Storm Lake High School and 20 percent of the overall Storm Lake population, administrators have identified that many of these ELL students do function quite well on a daily language basis, not even needing further tutorial support. They also have identified that many ELL students are held back in succeeding in upper level curricular offerings. This recent population and enrollment increase is the backbone of the need to develop a cooperative accelerated academic language acquisition program. In the spring of 2004, over 100 high school students and adult English skills were assessed in the areas of English grammar, reading and listening with the COMPASS ESL assessment instrument. An accelerated ESL curriculum was developed and instructors identified. In the fall semester of 2004, students were placed in one of five levels of the new accelerated ESL curriculum. Classes contained a mix of both high school students and adult learners. After the fall 2004 semester 85 percent of the intensive ESL students scored at levels on the post assessment instrument to allow them to proceed to the next level of intensive ESL.

Iowa Central Community College Storm Lake Center League of School's Consortium

For many years the Iowa Central Community College Storm Lake Center has collaborated with seven area high schools in the delivery of both applied science and liberal arts college credit programming. This consortium has also allocated Carl Perkins funding to enhance these programs. This funding has had a significant impact on consortium vocational offerings. Over the last 14 years the consortium has focused the Carl Perkins funding on enhancing the following programs: Building Trades, Electrical Systems, and Office Education held at Alta; Auto Body and Certified Nurse Aide held at Newell-Fonda; CISCO Computer Networking, Cosmetology, Engine Mechanics, Child Development, Marketing, Health Occupations, and Graphic Arts held at Storm Lake; and Manufacturing Technology held at Sioux Central.

New shared programs for fall 2005 will include a Para Educator program and expanding the successful Intensive ESL program. The Iowa Central Storm Lake Center director presents numerous consortium informational sessions to students, parents, teachers and administrators about the consortium opportunities.

Iowa Central Community College and Storm Lake Gingerbread House

The Iowa Central Storm Lake Center collaborates with the Storm Lake Area Child Care Center known as the Gingerbread House. Educational opportunities are offered in the following areas: before and after school programming; continuing education credits for child care workers, and an early childhood development program. The Gingerbread House is the observation site. More than 250 children, aged infant to lower elementary, receive care daily at the Gingerbread House.

Iowa Central Community College Storm Lake Center and Storm Lake's Community School's Community Education Division

Iowa Central Community College is a "Partner in Excellence" with the entire Storm Lake Middle School 7th grade. Activities held over the years have included a Career Fair held by Iowa Central administration and staff, a field trip to the Fort Dodge campus to see the fall 2004 play production, and a campus career program tour. The Iowa Central Fort Dodge Center jazz band came to Storm Lake and presented a winter concert in February 2005. In the spring of 2005, Iowa Central Storm Lake Center students originally from Iraq, Sudan, Laos, and Mexico conducted a Character Counts Citizenship assembly for the middle school students. Two (2) organizations have collaborated on short courses and workshops including senior citizen courses, computer courses, sailing courses, and health and recreational classes. Iowa Central Storm Lake Center staff serves on the Storm Lake Community School's Education Advisory Board, Adult and Youth Programming Committee, Citizen's Advisory Committee, and Elementary and Middle School After School Program Advisory Committees.

Iowa Valley Community College District (IVCCD)

IVCCD provides incentives, including 28E agreements and block scheduling, for career academies to expand partnerships with local K-12 schools throughout its service area. The 28E agreements were modified in the past year to make them more cost effective to the school districts in Area 6. In the spring of 2005, the IVCCD cabinet met with superintendents from the district to discuss how the college might better meet K-12 needs. Collaborations with individual K-12 schools are continually undertaken to determine mutually beneficial funding arrangements for program development and shared resources.

District representatives have also met with members of ISU, the U of I, the UNI, and private colleges to find new ways to meet student-programming needs in pre-professional and developmental areas. In particular, an athletic training partnership/articulation with UNI was developed this year, and IVCCD is in the process of developing a learning community partnership with ISU. IVCCD and ISU have met throughout the year to consider further areas of articulation: courses, programs, sharing resources, registration aids, and student activities. In addition, IVCCD encourages the sharing of public facilities with other community and educational entities. For example, the local school proms are held at the college and Grinnell College used Marshalltown Community Colleges' gym facilities for games as their facilities underwent renovation.

The establishment of the Marshalltown Education Partnership will provide an excellent venue for collaboration with the local middle and high schools to help students make a smooth transition into postsecondary education, both academically and financially.

Hawkeye Community College (HCC)

- Hawkeye Community College continued commitment to the Cedar Valley Library Consortium partnership with University of Northern Iowa, Cedar Falls Public Library, Waterloo Public Library, and Allen College to share library technology. This has resulted in an integrated library system that serves all five libraries at a greatly reduced cost, including the cost of personnel. This partnership enhances the availability of library resources to both on campus and distance education students.
- Hawkeye Community College Library continued to participate in an agreement with the State Library of Iowa to reduce the cost and to expand the breadth and depth of on-line resources available to its students.
- Hawkeye Community College's Grad Connection with Waterloo Community Schools creates a partnership that allows students who are at risk of graduating with the opportunity to take core graduation requirements at the college's success center. This initiative addresses students who are not candidates for alternative high schools.
- Hawkeye Community College continues to expand its number of contract course offerings in area high schools. This allows high school students to earn college credit while still in high school. These courses are offered in the high school during the regular school day.
- The college's TriO program collaborates with Gear Up and Talent Search programs in order to direct these students from the middle school and high school level to the college level program. The TriO program also takes its transferring students on college visits where students are introduced to the TriO program at their transfer institution.
- Tech Prep programs in manufacturing careers and health career directly articulate high school students with the college's credit programs. Students bring a full year of program credits to the college following high school graduation.
- The Iowa Communication Network (ICN) is used to deliver courses such as calculus directly to high schools that do not have sufficient enrollment for their own calculus course and instructor. Two or more districts "share" the college's faculty via ICN courses.

Eastern Iowa Community College District (EICCD)

Among its activities in this area in the past year, EICCD has established a Blue Ribbon Community Advisory Team, which is a panel of leaders from around EICCD that will serve as an advisory group on district-wide initiatives.

EICCD has hosted several Project Lead the Way (PLTW) meetings throughout the district. PLTW is a high school based pre-engineering curriculum currently used at over 900 high schools nationwide. Two PLTW programs were established within the EICCD at Muscatine and Maquoketa.

At Scott Community College (SCC), an individual has been hired on a part-time basis by the college to focus on its relationships with the high schools. The position's primary purpose is to increase communication with the high schools and find ways for the community college to meet their needs. The individual hired is a former principal so he is well-known by other local high school principals and is well versed in their issues. SCC held a meeting with all local high school principals, counselors and curriculum directors to look at potential areas of collaboration. One new area was that of credit recovery for high school students.

At Clinton Community College (CCC), increasing high school student access to college level courses has been one of the biggest motivating factors for increased cooperation with K-12 schools. Additionally, CCC works to meet their needs in offering vocational courses that they cannot offer and providing higher-level classes over the ICN that their students would not otherwise be able to take. CCC has worked with a number of private colleges to encourage them to offer special scholarships to students who are members of Phi Theta Kappa (PTK). The motivation for the transfer institutions has been the increase in enrollment that they will be able to receive.

Kirkwood Community College (KCC)

The H1-B Department of Labor grant continued to provide funding to support the development, faculty training, and implementation of the new Information Systems Management Career Edge Academy at over 25 high school locations. In addition, \$200,000 from this grant is being made available to students in the form of college scholarships to continue their education at Kirkwood.

Rockwell Collins is providing \$300,000 over five years to support the Career Edge Academy programs. Funds are underwriting a half-time electronics faculty, supporting the development of a new Computer Programming Academy, and providing scholarships for academy students to continue their education at Kirkwood in technology-related programs.

Kirkwood departments foster partnerships with area high schools by providing professional development to Career Edge Academy high school faculty at no cost to the district and through the writing of state applications for new career programs.

In response to research on students' persistence in Science, Technology, Engineering and Mathematics (STEM), Kirkwood has developed a seminar for both applied science and arts and science students to explore:

- STEM careers available in the Iowa City/Cedar Rapids Corridor and beyond,
- Programs of study available at area colleges and universities that will lead to a STEM career, and
- Personal characteristics needed to be successful in the academic programs and future STEM careers.

Kirkwood is working with metro school districts to increase the number of graduates in STEM disciplines by developing STEM Career Edge Academies in area high schools. The programs will feature seamless transitions for students from their high school experiences to the college of choice.

Kirkwood applied for and received a National Science Foundation STEM Talent Expansion Program grant to increase the number of students graduating from area colleges in STEM disciplines. The \$500,000 grant will support and coordinate efforts between Kirkwood, metro high schools, Rockwell Collins and Women in Science and Engineering.

Kirkwood continues work on a National Science Foundation grant to provide \$90,000 of scholarships for students majoring in computer science, engineering or mathematics. Students may enroll in an applied science program or a transfer program.

Des Moines Area Community College (DMACC)

Des Moines Area Community College Business Resources have partnered with the Iowa Department of Natural Resources and the Iowa Waste Water Association to provide onsite wastewater and construction technology training. Training shall include but not limited to: site evaluation, wastewater flow rate, sewer design and installation, septic tank design, wastewater effluent treatment technology.

The college continues to offer career academies, which consist of consortium groups of schools, colleges, and businesses partnering together to formulate equitable opportunities for high school and college students from districts of every size in the consortium. These programs exist in regional centers where resources can be pooled together to create effective programming. Numerous school districts are beginning to experience the very difficult task of providing quality programming that is current in the technical fields and meets the needs of their often unpredictable enrollments in this programming. Partnerships among all of the institutions become imperative to ensure the most effective programming and the procurement of resources to build, operate, and grow these programs.

It is for these reasons that partnering with the existing resources and seeking any additional resources is the most important component for these regional career academies to exist and operate to the benefit of all. It seems revenue associated with the regional academy concept, Tech Prep initiative, school-to-career, Iowa Department of Economic Development, Perkins, alternative school programming, ICN, ACE (Accelerated Career Education) programming, sales tax initiatives, and infrastructure funds from all of the partners play an important role in the success of these academies. DMACC's purpose is to provide better opportunities to serve populations of students in an efficient and effective manner. These programs are crucial to the economy and for student development. Relevant programming together with career opportunities motivates students and produces a highly skilled workforce.

The college has just approved plans to build a new career academy in Ames, which will serve local schools and business and industry.

The Iowa Community College Ag Alliance consists of the 14 colleges that offer a variety of agricultural offerings throughout the state. The alliance was formed in 2002 to serve as an advocate to acquire and deliver education, training, and facilitate the sharing of "best practices in a united and seamless manner" for agricultural education programs at the community college level.

The Ag Alliance of which the DMACC Agriculture and Natural Resources programs are affiliated, is finalizing the common course numbering system to help with transferability and articulation from the secondary level and to the university level. All eligible courses within the Agribusiness, Commercial Horticulture and Veterinary Technology programs have been articulated to Iowa State University.

The Agriculture and Natural Resources program will be developing an Agricultural Career Academy in the Dallas County area starting in the fall of 2005.

Efforts are continuing to develop statewide marketing strategies for partnering with business and industry related trade shows.

Western Iowa Tech Community College (WITCC)

High schools are motivated to partner with WITCC because the college provides to high school programs that are costly for most high school students. Several hundred students at Denison High School received college credit in automotive programs.

The success of WITCC's High Performance Management course induced managers of Northwest Iowa Community College to request that the program be delivered there. WITCC relies on Minnesota West Community and Technical College to provide a trailer that houses portable welding equipment which WITCC uses to conduct on-site training for businesses in Siouxland. The college collaborates with all Iowa community colleges in the delivery of customized training for business and industry through One Source and with several Iowa community colleges in the delivery of college degrees on the Intranet through Iowa Community College On-line Consortium (ICCOC).

Recognition, prizes and awards (tools and equipment) provided by local industry are incentives for participation in WITCC's annual technical skills competition. All high schools in the college district are invited. This year, over 150 students from 11 schools participated. Throughout the day students engage in written and hands-on lab competitions representing various vocational departments, such as Drafting, Auto Collision and Technology, Carpentry, Web Programming and Logical Thinking, and Welding. Break-out sessions in selected topics not available in high schools (e.g., Electronics) inform participants of previously unknown career opportunities.

In collaboration with the Boy Scouts of America, WITCC offered a series of career exploration sessions called Exploring Careers@WITCC designed for students grade 8-12. Over 60 students participated in 12-hours of hands-on activities ranging from testing DNA samples, to building network cables, to operating voice-activated software.

WITCC's annual Agriculture Day provides students with information about career opportunities in agriculture and Western Iowa Tech's degrees in Agribusiness Technology, Agri-Food Technology, Animal Science and Agriculture Transfer. This year's event attracted 66 students from four area high schools; some parents also attended. Six display booths were set up by area agribusinesses and WITCC. Over 40 door prizes were given to students.

Dr. Robert A. Martin, professor and chair, Department of Agricultural Education and Studies at Iowa State University (ISU), Ames, and Abbey Avery, a 2004 World Food Prize Foundation Borlaug-Ruan International Summer Intern, were the featured guest speakers. Both have first-hand experience of agricultural processes in Iowa and overseas.

Representatives of area agribusiness companies displayed their products and interacted with visitors. Among the companies that participated are Tyson Foods Inc., Midwest Equipment Inc., of Lawton, AMVC Nutritional Services of Audubon, Western Iowa Cooperative, American National Bank of Merville, Farm Bureau (northwest district), Wells' Dairy Inc. of LeMars, Farm Service Agency, Farm Credit Service of America and Cargill.

Iowa Western Community College (IWCC)

Partnerships to expand linkages between educational entities are critical to the long-term health and vitality of the region. Such partnerships allow students to maximize their learning opportunities as they pursue the pathway to lifelong learning.

Partnership were developed with the following K-12 school districts:

- Five-in-Four programs with Glenwood Community School and Missouri Valley Community School
- Quad-Academy with Boyer Valley, West Harrison, Woodbine, and Logan-Magnolia High School

The following programs were expanded for next year:

- Rolling Hills Academy (Exira, ElkHorn-Kimballton and Cumberland- Anita-Massena)
- Shenandoah College Academy (Farragut, Shenandoah, Sidney, Essex, and Malvern)
- Clarinda College Academy (Clarinda, South Page, Stanton, Villisca and Bedford)
- East Pottawattamie College Academy (AvoHa-Shelby-Tennant, Walnut and Riverside)
- Career Edge Academies Partnership between the Area Education Agency, Local Education Agencies and Iowa Western Community College has been planned.
- Bridges for Learning in Applied Science and Technology (BLAST) program provides college credit courses for high school seniors.

Iowa Community College On-line Consortium (ICCOC)

- This seven community college partnership continues to grow student enrollments exponentially. Current offerings exceed 225 courses and 4000 enrollments per term. The ICCOC has received a Title III collaborative grant to enhance student retention and success in distance education. This consortium model has allowed colleges to share resources while meeting an emerging learning methodology.

International Partnerships

- Iowa Western Community College and Georgetown University have collaborated on the CASS (Cooperative Association of State Scholarships) program training Central American students in agribusiness technology and international marketing.
- International students from Argentina, Australia, Brazil, Canada, Costa Rica, Japan, Korea, Peru, Philippines, Poland, Senegal, Taiwan, Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua, Sudan, and Vietnam are enrolled at the college. They provide a cosmopolitan and global diversity perspective to the institution.
- The college has an ongoing partnership with Hotoku-Gakuen High School in Nishinomiya, Japan. High school students travel to our campus each summer for workshops and coursework. Conversely, Iowa Western Community College administration has traveled to Japan as part of the cultural exchange program.

Other Activities

- The college annually hosts a Career Day inviting area Iowa and Nebraska high school students the opportunity to explore various professions and careers.
- The Learning Resources department partners with the State Library of Iowa and the On-line Computer Library Center (OCLC) to expand on-line informational resources for students.
- The college has partnered with the Krell Institute, Ames, Iowa, to pursue NSF grants expanding computer literacy and training programs.
- The college partners with the AIM Institute, Omaha, Nebraska, to expand information technology training and careers through an NSF-ATE grant.
- Through an initiative with The Carnegie Foundation, Iowa Western Community College has established a Communities of Practice program. This has provided dialogue regarding effective teaching and learning strategies.
- Buena Vista University has an on-campus center and offers baccalaureate degree completion programs in Business, Criminal Justice and Education. Collaborative grant efforts have expanded computer technology classrooms enhancing training for both Buena Vista University and Iowa Western Community College students.

Southwestern Community College (SWCC)

Iowa Community College On-line Consortium (ICCO)

Southwestern Community College has partnered with six other Iowa community colleges to form the Iowa Community College On-line Consortium. The consortium offers all of the courses necessary to meet requirements for an Associate of Arts degree. Several thousand students now take advantage of this method of course delivery each year.

Bellevue University and Buena Vista University

Area 14 students have access to a number of bachelor's degree programs at Southwestern's Creston and Red Oak campuses offered by two private universities. Evening courses offered in Creston on the main campus provide students a direct transition from Southwestern's evening program to courses from Buena Vista University.

28E Agreements and Tech Prep

Southwestern Community College works annually to accommodate the educational needs of area high schools. Meetings are held in the fall of each year with counselors and administrators to determine which Tech Prep programs and arts and sciences classes can be offered.

Sixteen area school districts will participate in Tech Prep programs next year. Three new Health Career Academy programs were developed this past year for the Creston, Clarke, and Red Oak community school districts and surrounding area. Southwestern Community College now offers Tech Prep programs at all three campus centers. Programs Southwestern will make available include: Business Systems Networking, Automotive Mechanics Technology, Electronics Engineering Technology, Health Careers, and Carpentry and Building Trades.

Indian Hills Community College (IHCC)

- The IHCC Adult Education program provides ESL classes on-site at local elementary schools. The classes are for parents of elementary school students. Parents spend a portion of each class period in individualized instruction working one-on-one with an instructor. They also receive instruction in basic computer literacy via a mobile computer lab of laptop computers. The computer instruction allows them to access news from their native countries via the Internet while introducing them to basic computer skills. The computers are also used for language instruction through the use of interactive computer software. Each class period concludes with a parent/child activity that is focused on language acquisition and computer literacy.

- IHCC operates three, federally funded TRiO programs; Upward Bound, Student Support Services, and Educational Opportunity Center. IHCC has developed a cooperative partnership with other TRiO programs in Iowa and Missouri to ensure that students are served without duplication of services. TRiO partners include Central College, Graceland College, Southeastern Community College, Truman State University, and the University of Northern Iowa.
- The IHCC Educational Opportunity Center works within the boundaries of Southeastern Community College and 10 counties of northern Missouri to identify and refer eligible applicants to postsecondary education programs.
- Developed a sharing agreement with Des Moines Area Community College to offer the Medical Laboratory Technician program in southeast Iowa. The agreement specified sharing of curriculum, policies and clinical experiences.

Southeastern Community College (SCC)

Several meetings were held with representatives from Keokuk, Central Lee, and Ft. Madison Community school districts to explore the establishment of college credit arts and sciences courses in the high school or at an SCC site. These courses are available to be accepted as college credit by the local high school. As a result, courses in Calculus, English, Psychology, Western Civilization, Speech, and Biology were implemented this year and/or approved for implementation in fall 2005.

New career academy offerings in Accounting and Graphic Communications were developed and will be implemented at New London and WACO high schools, respectively starting fall, 2005. A career academy steering committee was established to provide input for planning, implementation and evaluation of college credit efforts. The committee is made up of local superintendents, high school principals, high school counselors, and SCC personnel.

School-to-career (STC) partnerships have been developed at the regional level with K-12's, postsecondary institutions, AEA, business/industry/labor, workforce and economic development entities, service agencies and governmental agencies. The regional partnership promotes connections between educators and employers in the region and oversees the regional Tech Prep grant. Information regarding STC opportunities was added to SCC's website, highlighting partnerships and efforts to connect K-12's and SCC. STC staff continues to be active in district activities that bring businesses together with high school and college faculty. These include:

- local and county career fairs.
- Project CAPE (8th Grade Career Fair).
- 5th Grade Career Fair.
- Careers on Wheels.
- ethical decision making events.
- employability skills seminars.
- county career consortium activities.
- marketing efforts across the region, including the annual STC tabloid which is printed yearly, highlighting community education and business partnerships.
- local STC committee works within individual districts.

An on-line resource guide (careerguide.sccowa.edu) has been updated and maintained featuring over 250 businesses. The guide helps students and educators make connections with businesses through the listing of opportunities for work-based learning experiences.

SCC hosts meetings between area high school instructors/ counselors and instructors at SCC and Iowa Wesleyan in the areas of Office Technology and Information Technology, Industrial Technology, and Agriculture.

SCC works with area high school business teachers to maintain the first-ever in the state regional advisory committee for secondary business education programs.

A matrix has been developed for career faculty and area business partners to provide guidance to potential SCC students. All six career pathways and recommended high school courses are highlighted, along with necessary and recommended employability skills. The matrix was revised and will be distributed in fall 2005.

Over the last nine summers, the college has provided “Teacher in the Workplace” in-service opportunities, matching over 211 educators and business partners for a week of job shadowing. Results include the development of relationships and the integration of “real world” concepts into classroom curriculum.

The college offered a careers exploration series entitled “Happy Trails: Exploring Career Pathways” targeted to 120 educators over the past five years. The six-part series highlights each of the career pathways and features postsecondary schools, Iowa Workforce Development, and business “experts” as sources of information to help educators address academic and technical skills, employability skills, and career guidance and development issues.

The college developed plans for a sixth Employer/Educator Summit in June 2005. The event provides an opportunity for educators and employers to network and share successes. Ninety (90) participants from education and industry are expected to attend this event.

Southeastern Community College has partnered with four-year institutions to offer educational pathways for students to pursue a bachelor’s degree. These partnerships allow students to pursue an on-line degree by enrolling at SCC for the first two years, then transfer to a four-year college to complete their bachelor’s degree. These partnerships provide educational pathways for students who are challenged by distance, time, and the need to continue their current employment. SCC currently has articulation agreements with Capella University, Bellevue University, and Northwest Missouri State that allow students to continue their education in an on-line environment.

SCC continues to be an integral partner in the ICCOC. The ICCOC partnership is an incredible example of the benefits of sharing resources and partnering on major initiatives. The ICCOC has grown from 11 courses and 262 enrollments in the fall of 2000, to 315 courses and over 15,000 enrollments in FY05. In addition, the number of instructors has grown from 11 to over 200 in the same timeframe. The ICCOC continues to provide staff, resources, and technical resources to the following colleges:

- Eastern Iowa Community College District
- Iowa Lakes Community College
- Iowa Western Community College
- Northwest Iowa Community College
- Southeastern Community College
- Southwestern Community College
- Western Iowa Tech Community College

Southeastern Community College is currently partnering with all Iowa community colleges on strategies to increase and secure technology resources for instructional purposes. The name of this working group is the Chief Information Technology Officers (CITO), which involves the IT directors from all 15 Iowa community colleges. These strategies include:

- increase Internet capacity for all students and faculty.
- mobile distance learning technologies to expand course offerings and improved accessibility.
- expand technologies to support business and industry training.
- share disaster recovery resources to protect confidential data.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative D: Partner, as requested, with K-12 districts that provides alternative high school education as a means of providing greater opportunities for students.

Department of Education Response

Alternative High School Education

- Modified Allowable Growth - The Iowa DE promotes funding for alternative schools by collaborating with community colleges using a process entitled "modified allowable growth" under Chapter 257.38, Iowa Code. Eleven community colleges are now involved with 116 local school districts in providing alternative programs through this process. Two hundred eighty-three districts will participate for the FY06 school year generating over 100 million dollars for support of alternative schools and dropout prevention initiatives.
- Iowa Choices - Ten alternative schools, 72 percent of the local school sites, and 40 percent of the community college sites utilize the Choices computer programs supported by the DE to help students become aware of career opportunities. Other entities include three youth corrections institutions, 41 workforce/job training sites, four adult correction facilities, and 11 miscellaneous sites.
- Tech Prep -The Iowa DE conducts alternative school administrator training each month and local reviews of schools to encourage linkages of alternative school personnel with tech prep coordinators located in community colleges. A major goal has been to encourage participation of students in technical training programs and in developing postsecondary training plans. Some alternative schools have documented over 50 percent of their students continuing their education at community colleges and four-year colleges.
- Staff Development -The Iowa DE sponsors a yearly statewide conference in April regarding the development and management of alternative schools. Community colleges are included in the target audience. Monthly meetings are held with administrators of alternative schools to address emerging issues. All community colleges are invited to attend the statewide conferences; 11 of 15 participate in administrator meetings throughout the school year. Nearly 300 participated in the alternative education conference held April 6-8, 2005.
- Website -The Iowa Association of Alternative Education (IAAE) collaborates with the Iowa DE to sponsor a web site promoting alternative schools and programs. The web site is nationally known and linked to many web sites throughout the country. The address is www.iaae.net. Iowa has been asked by the National Dropout Prevention Center at Clemson, South Carolina, to be the site for the next mid-west regional conference in 2006. The planned conference date is March 31-April 4, 2006, in Des Moines, Iowa.
- Research -The Iowa DE cooperated with local schools, AEAs, and community colleges in developing a decision matrix for use in implementing alternative schools and programs and in reporting student progress. The matrix entitled "Decision Matrix for Student Program, Dropout Status, Issuance of Diplomas, Assessing and Reporting Student Performance, Funding and Basic Education Data Survey Reporting" was developed to accommodate planning and implementation of alternative schools and programs under the No Child Left Behind Act. Cooperative planning between community colleges and local schools is addressed. The document is located on the DE's web page for reference by community colleges and other organizations involved in planning and implementing alternative schools and programs.

- Program Development -The Iowa DE collaborated with the IAAE and all alternative schools to implement learning on-line, which is coordinated through Iowa Learning On-line. The effort is ongoing to facilitate another option for students to complete a high school education and to continue learning into college level classes. All alternative schools and programs were oriented to Iowa Learning On-line through a list-serve system and through staff development workshops conducted at the statewide Risky Business conference and alternative education conference held in Waterloo in April 2005. Four alternative schools participated in FY05 to provide classes on-line. More interest is being expressed for 2006.
- Alternative Education Accountability System - The Iowa DE assisted local alternative school administrators during the FY05 school year to improve an accountability system to document the effectiveness of alternative schools. Community college professionals were part of the training and input. An on-line system is in operation to collect data. One hundred eleven alternative schools and programs in Iowa are participating and will benefit by this initiative upon completion. An Iowa State University graduate student and employee of Des Moines Area Community College assisted in monitoring the system and making modifications.
- School Improvement Visits - Alternative schools are included in the school improvement visits where programs are reviewed and reported upon by Iowa DE consultants. Consultants participated in comprehensive school improvement visits at alternative schools. The new "Decision Matrix" developed and improved in FY05 to assist districts with school improvement relates to providing quality alternative schools and programs. The matrix will guide community colleges and local districts in shaping agreements in the future regarding services for dropouts and dropout prevention.
- Javits Grant - The Iowa DE cooperated with the International Center on Giftedness and Talent Development to identify and improve services for gifted students attending alternative schools. This effort was funded through a special Javits grant which will continue over a three-year period. "Acceleration" of student learning has been emphasized leading students to higher-level learning and participation in postsecondary courses during and after their high school experience. Seven alternative schools were included in this activity over the FY05 school year. Over 50 students were recommended for testing. Forty-six percent of these students scored over 80 percent on testing indicating talent development. Five of these students participated in Advanced Placement programs. Expansion of this effort will continue into the future to involve many more alternative schools, community colleges, and four-year colleges.
- Community College High School Coordinators – Through the coordination of the chief academic officer of Iowa Central Community College, the community college personnel responsible for coordinating high school programs were convened to share institutional policies and best practices. At the group's initial meeting, department staff reviewed state policies related to PSEO (Postsecondary Enrollment Options), supplemental weighted enrollment, and community college credit hour requirements. At the second meeting of this group, Jan Friedel and Judy Jeffrey updated the group regarding NCLB (No Child Left Behind) requirements regarding graduation rate and the implications of these requirements on the award of the high school diploma. As a result of these discussions, several community colleges have amended their relationships with their high schools.

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

The chief academic officers participated in conversation throughout the year in regard to partnership programs offered to high school students through the community colleges and the various ways to implement these partnerships (PSEO, contracts, and 28E agreements).

Iowa Community College Chief Student Services Administrators (ICCCSSA)

At the fall and spring meetings, the ICCSSA group regularly shares/discusses new programs, partnerships, dual-enrollment initiatives being developed across the state. Many schools reported the expansion of their career academies with local high schools as well as expansion of the dual-enrollment options.

Community College Responses

Northeast Iowa Community College (NICC)

- **Alternative High Schools**—NICC contracts to operate four alternative high schools for 13 area high schools. The alternative high schools are located in Western Dubuque, Calmar, Clayton county, and Oelwein.
- **Regional Planning Council**—NICC serves on the Regional Planning Council for Area I which plans Tech Prep and School-to-Work activities.
- **Program Alternatives in Vocational Education (PAVE)**—This is a program at NICC that is a secondary special education program for selected students. Students attending PAVE have the opportunity to participate in NICC courses and explore vocational programs.

North Iowa Area Community College (NIACC)

High School Credit: The Student Learning Center offers 17 high school credit classes in a guided study format on the Mason City campus. In FY05 (to date), 37 students have enrolled in 16 separate classes and, upon completion the credits will be transferred to their local high schools to apply toward the local high school graduation requirements. Two certified high school instructors work in the Student Learning Center to provide guidance as students study independently to achieve credit in the selected course or courses. The Student Learning Center works with the 20 area high schools in providing this credit opportunity.

Iowa Lakes Community College (ILCC)

- Provided curriculum, technology and support services to five alternative high schools.
- Served 165 students and 30 graduates.
- Focused on team building, volunteerism and transition issues for the students.

Northwest Iowa Community College (NCC)

- **Secondary Programs by AEA 4 at Northwest Iowa Community College (SPAN)**-This program addresses the need of select secondary special education students desiring to complete a training program that would make them employable. A full time instructor from AEA 4 is housed on the college campus and works daily with the students in this program. On an average, approximately 12 students are served annually.
- **Northwest Iowa Alternative High School Programming**-NCC operates the Northwest Iowa Alternative High School Program, which is the only comprehensive alternative high school program in existence in northwest Iowa. Students have the option of attending on the college campus or at a satellite site in Ireton, Iowa. An advisory committee, which includes representation from every local education agency (LEA), meets twice per year to review activities of the alternative high school and make suggestions for improvement. During the 2004-05 school year students from 12 districts attended the Northwest Iowa Alternative High School Program. Enrollment consisted of 35 seniors, 15 juniors, 13 sophomores and 5 freshmen.
- **NCC Learning Center**-The NCC Learning Center offers high school credit classes in an independent study format at the NCC campus. Students, who may have been unsuccessful in completing a course in their home high school or have scheduling conflicts, take these classes and transfer the credit to their local school to apply toward their graduation requirements.

- **Rock Rapids Alternative High School Site**-Conversations started during the 2004-2005 school year will result in the establishment of an alternate high school site in Rock Rapids starting in the fall of 2006.

Iowa Central Community College (ICCC)

Focus Area – Partnerships

Iowa Central Community College continues to work with area K-12 districts with alternative high school education to provide opportunities. One of the ways this is achieved is through advising. The college sends counselors/facilitators of the area alternative schools information about the Student Success Center secondary program. The alternative school staff distributes this information to their students. The Fort Dodge Community School's alternative school also invites the Student Success Center coordinator to speak to its students. Frequent communication among the K-12 alternative education staff and the Student Success Center coordinator is also included in the advising process.

In recent years, Iowa Central has made some of its Success Center curriculum available to area alternative schools. Eight area alternative schools use Iowa Central's curriculum. In the 2004-2005 academic year, Humboldt's school-within-a-school started using new ICCC Success Center curriculum for several high school courses.

In addition to advising and curriculum services, Iowa Central's Student Success Center (Fort Dodge Campus) provided all the alternative school classes for Southeast Webster Community School students during 2004-2005. Students rode the bus daily and had the opportunity to take any of the 51 high school credit classes offered. Upon completion, the credits were transferred to SE Webster High School. Eleven students were served in this capacity.

Iowa Valley Community College District (IVCCD)

This past year, there were 45 graduates from the three IVCCD alternative high schools. This represents 45 individuals who would have dropped out of high school and possibly never received a high school diploma. Many of these students have now enrolled in some type of postsecondary education.

IVCCD's goal is to continue to serve this population of high school age students in partnership with area high schools. Due to severe budget constraints on the part of the high schools and the decreased state aid weighting for alternative school partnerships, IVCCD will be exploring ways to increase services for GED preparation and testing for this audience.

Hawkeye Community College (HCC)

- Hawkeye Community College provides alternative high school education in Grundy Center, Independence, and Sumner.
- A Hawkeye Adult High School diploma is available through Hawkeye Community College. High school students can take a full range of high school courses in the areas of social studies, math science and English at the college's metro center.
- A new partnership between Hawkeye Community College and Waterloo Community Schools establishes the Grad Connection for delivery of high school coursework at the college's metro center. This alternative delivery system intervenes when students are deemed to be at risk for graduating, prior to the need for the district's alternative Expo High School.

Eastern Iowa Community College District (EICCD)

EICCD maintains an alternative high school program at SCC, working with local high schools to serve students who need options beyond traditional program. Five courses were offered each semester in reading, math, writing, study skills and personal development, and composition. Each of the courses served slightly over 300 students. Upon completion, students receive diplomas issued from the local high schools.

Kirkwood Community College (KCC)

This has been a major transitional year for Kirkwood's high school program and their partnership with area high schools. To meet the requirements of No Child Left Behind, districts have re-signed agreements where Kirkwood high school courses are accepted for course "recovery" credit and applied towards the local district's regular diploma. This has necessitated extensive program re-design, curriculum development, district communication, and working with the graduation requirements of each local school district.

Kirkwood continues to collaborate with K-12 districts through five alternative high school programs. Each program has been designed to meet local district needs, to award a local district's high school diploma, and to emphasize academic, career, and personal development. These programs include:

- New Directions – Cedar County Schools
- ECHO – Clear Creek- Amana
- ASSURE – Washington
- Jones County Alternative High School – Jones County Schools
- Center Point-Urbana Alternative High School – New in 2004-2005

Next year, Linn Mar and Marion will establish their own alternative high school program. Clear Creek-Amana will take administrative responsibility for their alternative program.

Des Moines Area Community College (DMACC)

The high school ESL program partners with three school districts to help provide educational opportunities for ESL/YAR (English as a Second Language/Youth at Risk) learners. Students enter the Credit Recovery program so credit can be articulated back to the home high school. The ESL/YAR program consists of an ESL instructor at the Success Center to facilitate curriculum and instruction and two educational advisors to enroll, track, advise and counsel these students as well as work with the home school districts. Transitional services are also provided to these students through an exit interview using the Kuders Career Planning System. A club has been established to provide a sense of belonging and enjoyment for students who may miss out on these opportunities when out of the traditional high school setting. Also, the New Visions newsletter is published on a semester basis to connect students, parents and school personnel with the program.

DMACC continues to partner with numerous school districts to provide educational opportunities for students who are in the Youth At-Risk Consortium. The college serves 45 districts at approximately ten different sites within the area. After completion of the programming, students often continue in the DMACC degree programs. The college has the ability to track these students over a five-year period to see which educational opportunities they enroll in the future. These students are provided support during their educational experience and are exposed to numerous opportunities to allow them to experience relevant curriculum. The majority of students DMACC serves on-campus are enrolled in the credit recovery program. This program has comprehensive coursework so the students may articulate the credit back to their home high school to earn a high school diploma. College credit has also been available to these students in many different program areas.

DMACC/SCAVO Alternative School Partnership:

SCAVO students were assigned as an intern in a local business and enrolled in a DMACC Career Seminar, Work Experience Credit (COOP) class with tuition paid by the local business partner. The students received not only the work experience but college credit.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College offers a Differentiated Mathematics program that provides learning opportunities in mathematics to high school students who have advanced intellectual, academic, and/or creative capabilities. Students learn and dynamically interact with peers of similar aptitude within a rigorous learning environment. The ultimate goal of this program is to prepare students for adult roles in advanced mathematics and science areas.

Western Iowa Tech Community College offers free technical training to any high school staff interested in assisting students enrolled in on-line college courses. Participants learn technology skills to assist students who take on-line college courses from Western Iowa Tech.

Iowa Western Community College (IWCC)

Alternative High Schools

- Iowa Western Community College supports twelve K-12 area alternative high schools with locations at:
 - Shelby County Center – (Harlan Community School District)
 - Cass County Center – (Exira, C & M, Griswold, and Anita Districts)
 - West Pottawattamie Center – (Iowa School for the Deaf, Riverside, Treynor, and Tri-Center Districts)
 - Harrison County Center – (Logan, Missouri Valley, West Harrison, Dunlap, and Woodbine Districts).
- Staffing, payroll, staff development, student development, purchasing and facilities are provided to these schools. Each alternative school has been structured to meet the needs of the partnering districts as well as federal and state guidelines. Career and personal development, academic and vocational programs are offered.

Southwestern Community College (SWCC)

Alternative High School Education

Southwestern Community College does not currently administer alternative high school education for any Area 14 school districts. However, college staff works with Clarke Community School District in the development of a lease agreement for use of community college facilities to house their alternative school.

In addition, community college staff members have developed a campus visit day tailored for students who have chosen an alternative high school education. Workshops and speakers are made available to answer students' questions about program availability, application and admissions procedures, and financial aid.

Indian Hills Community College (IHCC)

- Continued to promote “college credit course” arrangements with K-12 districts.
- IHCC offered high school completion courses for high school students who have credit deficiencies. This provides an option for school districts that do not offer summer school programs. Students receive no college credit and are awarded high school credit from their local districts.
- High school dropouts are enrolled at IHCC in a program of basic skill classes, high school completion courses, career development classes, and work experience activities. Upon successful completion of the program, students are awarded a high school diploma from their home district school.

- High school dropouts are referred to GED classes in their home communities.
- High school students needing tutoring are referred to IHCC for peer and professional tutoring.
- A local initiative involving Pro Literacy, John Deere Corporate Foundation, John Deere Ottumwa Works, and IHCC was implemented this year. The project couples high school dropouts with workplace mentors. The goal of the project is to give students an opportunity to acquire basic skills through instruction in applied math, science, reading, and writing. Students receive mentoring from local John Deere employees who conduct workshops covering a variety of topics including skills required for employment with John Deere, employer/employees relations, work values/ work ethic, on-site tours, and job shadowing.
- Continued to expand technical course offerings to allow students the opportunity to select from a menu of courses and programs.

Southeastern Community College (SCC)

The cooperative arrangement with the Ft. Madison Community Schools and SCC continues to be in place. The college shares their facility with the Ft. Madison High School Alternative High School. SCC also continues to house the district offices of the AEA Secondary Transitional Education program (STEP) for identified area high school students to enroll in career education courses at SCC.

SCC also continues to contract with area K-12 districts to provide GED programs of study to under-21 aged dropout students.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E: Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Department of Education Response

Workforce and Economic Development

- Iowa Choices/Correctional Facilities -The Choices computer program supported by the DE/ICSAC is used as a resource to provide potential students information on the community college system and the opportunities within that system. Four adult correctional facilities utilized the Iowa Choices software to assist inmates set realistic goals and help transition after release. One (1) on-site training was conducted at the Clarinda Correctional Facility for staff and inmate assistants.
- National Crosswalk Service Center - The National Crosswalk Service Center is working with a number of national partners on infrastructure data. Information on licensing agencies and occupations that require licenses is collected by the National Crosswalk Service Center for the nation. This information is available at:
http://www.acinet.org/acinet/licensedoccupations/lois_state.asp?by=occ&id=14&nodeid=16
- Mandatory Education – The Iowa DE staff directs, evaluates, and reports on the delivery of educational programs such as Driving Under the Influence, Driver Improvements, and Mine Safety Training. The DE works with the Iowa Department of Transportation and Iowa Drug and Alcohol Divisions in coordination of state-mandated programs.
- Targeted Industries - Targeted industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa DE.

System-Wide Responses Contributed by Community College Liaison Groups

Career and Technical Deans and Directors

Project Lead The Way: Rassoul Dastmozd discussed Project Lead the Way and encouraged community colleges to work with the high schools to set up classes. He mentioned the website www.PLTW.org. The Regents universities will be the engineering affiliates.

Community College Economic Developer/Contracted Training Liaison Group

It is the vision and purpose of the Economic Developer/Contract Training Liaison Group to analyze, discuss, and recommend programs and policies that meet the needs of Iowans in the area of job training and retraining in order to prepare them for success in the workplace and the community. This group met monthly during FY05 and has worked on projects relating to the statewide delivery of Workplace Lean training, pre-employment training program, leadership/supervisory programs, and technical skills programs.

Community College Responses

Northeast Iowa Community College (NICC)

- **Continuing Education**—NICC employs representatives in each community, often in each school system, to be our “eyes and ears” as it relates to new programs and initiatives that a community may need.
- **Learning Centers**—Faculty and staff are available to assist students with skill development and success in classes.
- **Writing Centers**—NICC has writing centers to help students develop written communication skills and writing assignments in their classes.
- **Rapid Response Team (Plant Closures)**—NICC is part of a team to assist businesses with layoffs or closures to assist displaced workers with job placement, skill upgrade training, and education.
- **Iowa Workforce Development (IWD)**—NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **Adult Re-Entry**—The Adult Re-Entry/Nontraditional Career Center provides a workshop to dislocated workers through the Iowa Advantage State initiative. The title and content of this workshop was decided in conjunction with the local workforce development system. This “Back to School” workshop includes information and details on making the decision to go to college, school readiness, financial aid, college policies and procedures, and balancing school, work and family. In the last year, this workshop was facilitated four times in conjunction with area business layoffs. Staff also maintains weekly hours at both the Decorah and Dubuque IWD centers. Many referrals are received from IWD staff for individuals seeking training or general education development (GED) completion. The program also maintains close relationships with the college learning centers and adult basic education (ABE) programs and refers adults needing academic refreshers.
- **Kuder and Workforce Development**—NICC is licensing to IWD the Kuder Career Placement program for use in workforce centers in Area I. NICC also offers this program through the area Iowa Workforce Development offices.
- **Training and Retraining**—The Economic Development division works directly with business and industry to assess training and retraining needs and deliver the training needed to meet those needs. They also administer and deliver the 260E and 260F programs for industry and business.
- **Grow Iowa Values Fund**—NICC is able to utilize the Iowa Values Funds to expand its delivery of credit classes for targeted occupations and meet the training and retraining needs of business and industry.
- **Iowa Workforce Development (IWD)**—NICC works closely with IWD to develop the training and retraining needed for company and business employees and potential employees.
- **Adult Literacy**—This program works with various agencies to assist individuals as they prepare to improve their position in the workforce and community. Under Title II, Workforce Investment Act (WIA), the goals of Adult Literacy are to provide a means to assist individuals to improve their basic literacy skills, provide GED preparation, assist in gaining English language skills, and work to assist families through the Family Literacy program.

North Iowa Area Community College (NIACC)

Job Training and Retraining

Activity Directly Tied to HF260 as a Funding Mechanism

- **FY05 F projects**
 - Issued \$161,176 of training contracts
 - Eight companies
 - Employees to be trained B 270
 - Organized a community college business network for ten companies for advanced Lean
- **FY04 E projects**
 - \$1,790,000 of bond sales
 - 6 companies
 - 245 new jobs created

Programs That Are Not Tied Directly To 260 Funding

- Partnered with 13 Iowa community colleges to offer one or more of the following courses
 - Fundamentals of Human Resource Management (SHRM Curriculum)
 - Essentials of Human Resource Management
 - Insurance
 - Bank Tellers
- Occupational Spanish
 - Conducted training for community leaders
- Lean training activity
 - Trained 2216 employees
 - Held 171 Lean training events
- Developed and offered 11 new computer courses
- Enrolled students in 9 new on-line classes
- Developed and offered 16 new business courses related to management, marketing, insurance, real estate, and cultural issues

Mandatory Adult

Offered over 198 sections of 28 courses reported under Classification of Instructional Programs (CIP) Code 61 (Mandatory, Court Ordered or Court Referred)

Driver Improvement Program
HAZMAT Training
Batterer=s Education Program
Children in the Middle
Coaching Authorization
Hunter Safety
Mandatory Reporting
MOPED Safety
Motorcycle Safety
MSHA Training
55 Alive
PS/MAPP Training

Industrial Certifications

- Provided 13 certification courses for the water/wastewater industry
- Provided Weld certification sanctioned by the American Welding Society
- Provided Boiler certification for Boiler 1, 2, and Technician
- Provided ten-hour OSHA certification for construction workers

Community Education

Summer Camp for Kids

- Enrollment for summer 2005 is twice last year=s enrollment
- A second camp is being offered summer 2005
- Camps present both academic and physical development activities

Performing Arts/Leadership Series

12,655 tickets sold for one or more events

Hosted Several Nationally Known Speakers for the Leadership Series, the Presidents= Partnership and the public

Art Cornwell, Presidents= Club, Partnership, and Iowa Lifelong Learners (IALL)
Christine Clifford, Presidents= Club
Senator Iverson, Presidents= Club
Keith Mathney, Presidents= Club
Bob Treadway, Presidents= Club, Partnership, NIACC Staff Development
Ed Peters, Presidents= Club, Public Offering
Dr Moira Gunn, Presidents= Club, Wired Differently
Afterburners, Presidents= Club, Business Bash
Sherry Barrett, NIACC Staff Development
Dr. Mark David Milliron, IALL
Juli Burney - IALL

Multicultural and AGraying of America@ Issues/Classes

- Offered 88 classes for seniors
- Foreign Policy Seminars
- 55 Alive/Mature Driving
- Computer Skills
- Leisure/Relaxation Courses

Processed 10,575 enrollments in 1998 classes held in rural communities throughout the North Iowa area.

Developmental

Preparatory Programs

- **Adult Basic Education GED** provides preparatory instruction to citizens of the North Iowa area who are in need of basic skill development and/or a GED. Each year, several hundred students take advantage of the network of GED classes offered in eight communities across the North Iowa area. GED graduates are encouraged to continue on to postsecondary work. College enrollment specialists visit GED classes; students are invited to campus to participate in tours and campus-wide informational sessions. Students meeting scoring criteria are eligible for scholarships at the college, and the top two students each year are offered full tuition scholarships to the college. The North Iowa Area Community College GED program has a 96 percent pass rate on the GED test.
- **Adult Basic Education English as a Second Language (ESL)** English Literacy instructors work with non-native speakers of English who have an interest in postsecondary education. An ESL class is active on the NIACC campus in response to requests from students and instructors. This class serves both college students and residents of the community whose lack of English language skills hinders academic success. Through past experience, models have been developed that allow curriculum to be designed to meet the special needs businesses in the North Iowa area for workers who are non-native speakers. Several of these classes have been conducted.

- **Adult Basic Education Special Needs.** Adults throughout the North Iowa area who have special learning needs attend ABE basic and life skills classes in order to better prepare themselves for life and work experiences. Competencies based on Comprehensive Adult Student Assessment System (CASAS)/Secretary's Commission on Achieving Necessary Skills (SCANS) point to basic skills in reading, writing, and math; to life skills, such as shopping, using community services successfully, working with money or health care services; to employment services such as job-seeking and keeping skills. These classes are conducted in a variety of sites across North Iowa, from community-based centers to home-based classrooms.

Postsecondary Assistance

- **Enrich Education:** NIACC has developed a program for students with learning difficulties or barriers to educational and employment success. Students work on applied basic skills and employment skills, including several job shadowing opportunities and cooperative education. They can also earn a diploma in General Studies once they complete the appropriate amount of credits possible in one academic year. The program goal is to provide skills to the students for success in the workplace and in the community.
- **Developmental Education:** NIACC offers classes in Basic Mathematics and Basic Writing. Students are enrolled based on entrance assessment scores, high school performance, and personal selection. These classes provide access to postsecondary education for students lacking academic basics that promote future educational success. Students in Basic Writing may also earn Communication Skills credit by meeting predetermined prerequisites. Each year between ten and 25 percent of NIACC graduates have developmental credit on their transcripts.

Iowa Lakes Community College (ILCC)

Adult Basic Education –

- Continued to serve adults in need of basic education.
- Realized significant growth in on-line enrollments with on-line GED classes through Ed-to-Go program.

Continuing Education –

- Increased program offerings and program participants.
- Increased the number of training customers.
- Offered several types of basic computer classes.

Student Alternative Vocational Education (SAVE) –

- Refined mentoring program for second semester, first-time students.
- Increased the number of certificate and diploma programs for SAVE students.
- Visited high schools to promote higher education opportunities for all students.

Success Center –

- Evaluated social science and science developmental courses.
- Expanded *Water Runs Downhill* Core Book activities to enhance student impact:
 - Hosted Arne Kalkstein, core book author, convocations on Emmetsburg and Estherville campuses.
 - Created Core Book link on Success Center webpage.
- Selected *The Kite Runner* as 2006 Core Book.
- Evaluated 'Successful Learning' class.
- Participated in the common course numbering meeting.
- Updated Success Center course syllabi.

Northwest Iowa Community College (NCC)

- **Developmental- Learning Center/Title III**-NCC's Title III grant focuses on activities that will allow students to be successful in their educational endeavors. A comprehensive system of student support was developed, which begins with mandatory diagnostic assessment and moves through advising and placement in developmental activities as appropriate. Additional software programs were added to the learning center in support of this program.
- **Developmental-ABE/GED/ESL**—The Adult Literacy program provides instruction to area adults needing to improve basic skills in reading, writing and math, preparation for the GED tests or improving English language literacy. Each year many students are enrolled in Adult Literacy programs across area 4 with classes in local communities, business and industry and Village Northwest Unlimited (the facility for adults with developmental disabilities). Benchmarks of educational gain have been met and core indicators of employment and additional education have been achieved. According to the Iowa Benchmark Report for PY2004 the NRS [National Reporting System] benchmarks were at or above level. The GED pass rate for NCC was 100 percent. In addition to that, 130 Iowa Basic Skill certificates were issued to meet that goal.
- **Activity Directly Tied to HF260 as a Funding Source**-The activity related to HF 260 served several companies in northwest Iowa.
 - In FY05, there was \$1,075,000 in bond sales to support the New Jobs Training program. This involved three companies with new jobs being created.
 - For the Existing Employee Training program training contracts were issued for a total of slightly over \$100,000 that would provide various types of training for 445 individuals at 11 companies.
- **New program offerings**- Last year NCC had 28,096 enrollments in noncredit offerings. Most of these are supplemental courses including job training, retraining, licensure and re-licensure. Program development continues in serving the region with effective job training courses. These are both specific skill enhancement offerings as well as general assistance. NCC conducted its second annual Water-Waster Water Conference expanding the course offerings for the training, re-training and certification of operators. New programs or offerings included:

Variable Frequency Drive fundamentals
National Electrical Code 2005 Code changes
Industrial Chemical Spill Response training
Electrical Meter utilization and applications
Defensive Driving for Professional Truck Drivers
High Performance Management
Troubleshooting Lagoons
Troubleshooting Clarifiers
Wastewater Digesters

Activity continues with several companies with training and application activities in Lean Manufacturing practices. Five companies were assisted and 500 employees trained.

- **On-line Noncredit education**- On-line courses are offered through Continuing Education by partnering with other entities like the Iowa Association of Realtors, Wyatt Training and Consulting, and Education to Go. Education to Go [www.ed2go.com/nwicc], continuously adds courses in a variety of subject areas for Continuing Education with resulting in 150 enrollments per year at NCC.

Iowa Central Community College (ICCC)

Over the course of the year, the Business department held a number of different noncredit classes for the public, they included: Business, Agriculture, Cosmetology, Real Estate, Insurance, Fire Safety, and OSHA Training. They included topic and areas of interest that the community used to advance their skills in the workplace and in their personal lives.

The college also provided training for local volunteer fire fighters and public employees in the area of OSHA safety, as well as continuing education credits that allowed professionals to renew or stay licensed, as well as offered courses that allowed training for certification in certain disciplines, such as Real Estate and Insurance. Once again, the Farm News Ag Show was co-sponsored by Iowa Central in December and over 2000 people attended.

The 2005 "Information Fair for Seniors" drew over 450 seniors. Iowa Central Community College partnered with a number of agencies to bring such a successful and informative event to area seniors.

Iowa Central Community College worked in cooperation with Northwest Iowa Tours to schedule four summer and fall bus tours to interesting places and activities in the area. Summer tours have had a great response and will be near capacity.

Iowa Central Community College continues to offer various activities and classes that are popular in the area. Digital photography classes Sentimental Swing dances, and Ballroom Dancing lessons are just a few of the more popular offerings.

Iowa Central Community College in partnership with Iowa State University offered the Partnering for Safety-Model Approach to Parenting Partnership training.

Iowa Central Community College co-sponsored the Prevent Child Abuse and Domestic Violence spring conference on May 10th and 11th. Over 150 people attended this two-day event.

Iowa Central continues to offer state mandated Children in the Middle classes twice a month in Fort Dodge and Webster City.

The training for our semi-truck driving program continues to grow. The semi-truck driving program provided employer training in several areas. Approximately 1400 trucking company employees were enrolled in log-book training, DOT compliance requirement courses, driver evaluations, and extended driver training courses.

The Northwestern Area Training Academy (NATA) annual conference was held in November on the Fort Dodge campus. One of the biggest draws of this conference is the ability for students to take part in multiple hands-on classes. Some of those classes include vehicle extrication where the students were able to practice "extricating" a patient from multiple vehicles using many different tools. Another class offered was an Ag Rescue class where an actual grain bin was moved in, filled with 500 bushels of corn, and a live patient was placed waist-deep in the corn. The students then had to extricate this patient from the corn using a variety of techniques, including making relief cuts in the bin to drain some of the corn onto the ground. Recent incidents in rural areas have initiated offering two new classes; electrical natural gas safety and tanker roll over.

The NATA annual conference is not just for fire fighters. EMS, law enforcement and dispatcher classes are also offered. Every year, NATA tries to add new classes as the needs of our students change. The 8th annual NATA conference will offer classes on ATV safety and OSHA fire inspections.

Iowa Central Homeland Security Training Center, funded by the United States Department of Justice, has been operating for two years. By July 2005, Iowa Central Homeland Security Training Center will have trained approximately 11,000 first responders in Terrorism Awareness, Basic Incident Command and Bombing Awareness. In July 2005, the center plans to expand its efforts by offering National Incident Management System training.

The goal is to continue to provide basic Homeland Security Training for the first responders and related public agencies in the State of Iowa to strengthen the preparedness of the state to prevent, deter, respond to, and recover from incidents. Iowa Central will utilize professional trainers throughout Iowa and the nation to provide hands on training based on Iowa needs.

Focus Area – Student Retention

The Student Success Center (SSC) offers free tutoring to all Iowa Central students. Each year the SSC has existed, it has increased usage. For example, 2199 students were tutored for a total of 31,860 hours in 2003-2004, compared to 2404 students and 36,687 hours in 2004-2005. The SSC offers services at the Fort Dodge campus 52 hours a week and at the Storm Lake campus 24 hours a week. Services at Webster City are available upon request.

The SSC staff also works with the coaches from the various athletic areas, printing athletes' attendance reports weekly and discussing the needs of the athletes during the semester.

A noncredit course called Classroom Assistance is also offered in the SSC. It offers scheduled, structured tutoring for students who need to be monitored closely by a tutor in their academic efforts. A pass/fail grade and a fee are part of Classroom Assistance. This type of tutoring has also increased by 30 students and 495 hours in 2004-2005, compared to the previous year.

The SSC houses the Special Needs office and assists these students in receiving the appropriate accommodations. During the first semester this year, 61 students received assistance, and during second semester 44 students received assistance.

The SSC works with the English and Math departments in overseeing the assessment (COMPASS/ASSET) of new students' skills when they enter Iowa Central, so these students can be appropriately placed in their English and math courses. During their enrollment in any English developmental courses, these students are post-tested to determine improvement in their basic skills. These scores, plus grades in their English developmental courses, and instructor recommendations are kept in the SSC and also transferred to Admissions so these students can be tracked into the next appropriate course.

Students can request the creation of a study group, and the SSC will try to locate a facilitator for this study group and provide a location.

The SSC offers a Basic Math course to any student needing a math review.

Testing services in the SSC also help students achieve their goals: COMPASS/ASSET for initial assessment for entering students; COMPASS/ESL for placing students in the correct ESL class; GED for students who have not completed their high school education; College Level Exam program (CLEP) for earning college credit by testing; EMS for certification in emergency medical services; NCIC for police dispatcher certification; guided self-study, internet, and correspondence testing for currently enrolled students; PRAXIS for education majors; and dental assistant/dental certification testing.

In response to the insatiable demand of Coaching Authorization courses, the college has established Internet versions of the courses required for Coaching Authorization in the state of Iowa. The college offers the required courses face-to-face and on-line for both credit and noncredit.

The college revised courses in the Physical Education curriculum to better meet the needs of students interested in transferring to the state universities and majoring in Sports Medicine and Athletic Training.

Iowa Valley Community College District (IVCCD)

IVCCD has expanded developmental instruction by adding offerings at the Grinnell site, expanding the levels of ESL credit courses, and applying for additional grant funding. The district is in the second year of implementing a five-year Title III Strengthening Institutions grant. With this grant, Student Support Services, including Developmental Education, has been strengthened throughout the district. The expanded programming includes more intensive advising of at-risk students and is providing improved developmental education services. In addition, registration processes have been implemented that involves better placement of students into math, English, and reading courses. The augmentation of developmental education services will assist students in completing general education courses required to obtain a degree,

diploma, or certificate, thereby increasing the likelihood that students will successfully obtain the proper credentials to enter the workforce or continue their education at upper division institutions.

Furthermore, arrangements are being made for high school students to take the COMPASS test as early as 10th grade so they can identify their academic weaknesses and better utilize the 11th and 12th grade years to prepare for college-level studies. They can also take the Kuder test to analyze their skills and interests and make more informed career decisions earlier in their academic journey.

IVCCD has received over \$740,000 in appropriations from the Department of Labor and DE to provide developmental and adult education and job training and retraining over the next three years. The funds will primarily be used to expand services for immigrant populations at the Iowa Valley Education and Training Center in downtown Marshalltown.

Several new jobs training programs and retraining programs have been initiated with area businesses and industries. IVCCD has increased the amount of training provided under 260-E projects.

Hawkeye Community College (HCC)

- The Adult Basic Education (ABE) program served over 1600 students in FY04. This year, 31 percent of its clientele (or 321 students) were English as a Second Language (ESL) learners. 183 of enrollees (or 15.4 percent) were involved in the corrections programs and 179 students (or 14.7 percent) of the population identified themselves as single parents. Over 1000 individuals come to HCC yearly to gain basic skills or earn a General Education Diploma (GED). Approximately 12 percent (or 205) of the individuals served were adults with disabilities.
- Provided mandatory adult and community education training workshops to individuals and companies in the service area
- The college continues to develop on-line education in order to increase course accessibility. On-line course offerings have been expanded from 36 courses serving 708 students in fall/spring FY04 to 66 courses serving 1421 students in fall/spring FY05. Student enrollments increased from 730 to 1735. On-line courses offer flexibility both in where and when students can take a course. On-line courses often fill before their face-to-face counterparts. To facilitate teaching and learning via on-line courses the college purchased the blackboard on-line course management platform and it has a contract with Embanet, a company that provides technical support to students and faculty of on-line courses.
- Collaborated with UNI for the development and delivery of training (New Iowans program) for construction, manufacturing, healthcare, insurance and finance employers of immigrants and refugees.
- Collaborated with Cedar Valley Promise for the development and delivery of ESL – nurse aide, ESL clerical quick start training for refugees.
- The college is a certified Microsoft Office Specialist testing site.
- The college testing center annually reviews COMPASS placement test scores utilizing user norms, concordance tables, peer institutions, faculty and/or ACT professional assessments.
- Conducted a pilot study using multiple measures (writing sample and COMPASS test) to place students in appropriate writing courses. Faculty and administration are reviewing pilot study results for possible implementation.
- The testing center has created an off-campus COMPASS testing site at the Independence center and is working with Waterloo Community Schools to make the test available in the schools via the Internet.
- Hawkeye Community College has received a U.S. Department of Commerce grant to expand use of its telecommunications educational broadband facilities through a consortium called Learning through Collaboration consortium. This innovative undertaking will enhance the delivery of the mandated national and state lifelong training for 1000 health care staff in 11 northeast Iowa long-term care (LTC) facilities. The project will utilize the college's telecommunications towers to deliver staff training among long term care providers. The consortium is seeking grants to implement the project.

Eastern Iowa Community College District (EICCD)

The Muscatine Learning Consortium is a partnership among ten local companies and MCC/EICCD to address the common training needs of the partners. These ten companies have chosen to pool resources and share learning opportunities in foundational skill areas. This innovative concept allows each company to further promote and expand the personal and professional development opportunities of employees above and beyond individual corporate offerings. The benefits of consortium membership include: employee networking opportunities and sharing of a wide variety of experiences; a cost-effective approach to training in which enrollment fees are greatly reduced; a high-quality instructional and support staff; state-of-the-art training facilities for adult learners; administrative ease: all training, scheduling, negotiation of trainers' contracts, billing and record-keeping will be coordinated through the EICCD; and a wide variety of training opportunities each year as determined by the consortium members. The Muscatine Learning Consortium participated in the ACE funded program to establish the Muscatine Industrial Technology Center.

EICCD offers opportunities for job training, retraining, and upgrading in a variety of areas. These include a wide range of programs to provide re-licensure and recertification to designated professionals, state mandated programming and Adult Basic Education, high school completion (GED) and English as a Second Language.

Career Link (C.L.) is a program that began at EICCD in 2000 and continues to provide the skills necessary for people to enter manufacturing jobs. People generally in the C.L. program have been unsuccessful in gaining employment from the partner companies because they lacked certain skills. The program can assist the person and the company by certifying the development of the skills necessary over a short period of time. John Deere is a key partner in the Career Link Program; a four-week short term manufacturing basics class at EICCD has been developed and delivered.

Additionally, in the past year, the following actions were taken:

- John Deere Davenport predicts 100 percent turnover at their Davenport facility in the next four years. With high wages and good benefits, many individuals are interested in working there, but the selection criteria require GED/HS, math, and team skills. EICCD and the workforce system have become key partners. Outreach and short-term education can prepare individuals for these jobs. Some key actions this year with John Deere included Eastern Iowa job training (EIJT) staff organizing a John Deere Career Fair in Muscatine, followed up with mailing and personal outreach to welfare recipients and job seekers.
- Monday Morning Moms (a Temporary Assistance for Needy Families (TANF)/Welfare program) was a group work preparation initiative launched in the Muscatine EIJT office. Welfare recipients meet every Monday for approximately three hours to work on job search and job keeping skills.
- The local Rapid Response Team goes into action within 24 hours of plant closing or layoff. This team includes EICCD and Workforce Development staff. The goal is to reach out to workers losing their jobs to share information on resources and encourage skill building. Unfortunately, the Rapid Response Team were called to action with the following closings, reaching over 300 persons this year: Kaplan (25 persons), Health Solutions (37), Swiss Colony (107), Grandview Terrace (36), Ultimate Electronics (20), Alcoa (80) and Valley Shelter (18). In addition, EICCD and workforce partners continue to work with individuals laid off when MCI (225 persons) and Eagle Foods (243 persons) closed.

- With skill shortages in the health field, EICCD, EIJT, and community partners organized a health career fair to invite welfare recipients, persons laid off from various closings, and referrals from community agencies serving unemployed persons. Employers highlighted careers in health care and colleges presented training resources. The goal is to bring individuals that normally are not connected to college in for an "orientation" of health careers.

Kirkwood Community College (KCC)

During the past year, the college embarked on a quality improvement initiative known as KQIP (Kirkwood Quality Improvement Program). The college established a KQIP team on under-prepared students. The team developed a process map for academic under-prepared and goal under-prepared students, which details the steps and process for improving student preparation. The process map addresses slightly under-prepared, moderately under-prepared, and seriously under-prepared students. The KQIP team made six recommendations: 1) in-service key internal and external groups to understand the process map for goal under-prepared and academic under-prepared; 2) develop a curriculum for seriously under-prepared students; 3) develop a cohort learning community for slightly under-prepared students which consists of Beginning Algebra, Elements of Writing, and How to be Successful in College classes; 4) develop a summer intervention program for slightly under-prepared Applied Science students; 5) develop a career decision making intervention program for students who are undecided on a major; and 6) explore developing a bridge program with area high schools. Activity is underway in each of these six recommendations and will continue throughout the coming academic year.

Through job training and retraining programs, Kirkwood Training and Outreach Services (KTOS) industry training programs have been delivered to over 4336 employees in 150 businesses during FY05. Entry-level computer technology skills programs, advanced level skills training, and business training were provided to over 2000 participants through continuing education open enrollment programs.

Through job training and retraining programs, Kirkwood Skills-To-Employment delivered job search services and intensive training services to over 110 low-income adults and 230 dislocated workers.

Des Moines Area Community College (DMACC)

Job training and retraining FY 2005

- In response to customer demand DMACC created a Supervisory Leadership Series certificate program with Wilson Learning. This series is designed to equip supervisors and team leaders with basic supervisory skills. While building leadership competencies, DMACC Business Resources (DBR) has trained over 700 individuals representing 17 companies.
- In response to meeting the needs of business, Iowa's 15 community colleges have joined forces to provide quality training to businesses and organizations statewide through "One Source Training" initiative. This initiative assists businesses and organizations to have one point-of-contact and one price to assist in reducing training costs at multiple sites. The community colleges will help through ongoing assessment and evaluations.
- DMACC, through its training of incumbent workers and retraining of the current work force, has assisted in training 3690 individuals representing 85 different companies, totaling more than \$8,350,000. All training is initiated with a formal or informal assessment, and when completed, an evaluation is done.
- To meet the needs of Iowans, DMACC in partnership with 12 trade unions in central Iowa, has trained in excess of 1400 different apprentices.
- DMACC has collaborated with the Department of Natural Resources to help reduce the amount of material that is currently being sent to the landfill. In this effort, 1462 businesses have been assisted, 109,646.44 tons of potential waste was matched, and \$3,727,503 was the cost saving of those companies in which matches were found. Companies did not have to pay for disposal costs.
- To help meet the needs of Iowans, DMACC started a Preventative Industrial Maintenance outreach training initiative. This initiative has trained incumbent workers in both DMACC and Iowa central community college districts, reaching over 750 students who represent 56 different companies.

- To help meet the needs of business, DMACC started a manufacturing training outreach effort. Subjects include electrical safety, national electric code, and electronics. Since FY00, DBR has worked with over 48 companies teaching 700 students.

Expansion of noncredit programs not tied to 260 funding:

- Public offering of small business/entrepreneurship classes at Pappajohn Education Center.
- Expansion of community education classes included: Advanced Digital Photography, Scuba Diving, and Water Sports.
- Expanded noncredit classes offered through distance education.
- Provide training and re-training for State of Iowa employees through contact with personnel development seminars (PDS). Worked with PDS to meet vendor computer contract.
- Pre-release vocational training at Newton Correctional Facility, Iowa Correctional Institute for Women (ICIW) at Mitchellville, and Fort Dodge Correctional Facility.
- Initiated re-entry computer classes for paroled offenders.
- Expanded Advance Nurse Aide to weekend classes.
- Expanded number of section of CNA at Urban campus.
- Ongoing expansion of CNA classes in high schools.
- Offer CCDI (Chronic Confused Dementia Illness) training for credit and noncredit to expand target markets.
- Introduced new agriculture classes targeted to women.
- Introduced Travel German to Boone area.
- Expanded Sign Language classes.
- Expanded remedial dental course classes.
- Terrorism training was expanded to include Des Moines public schools and insurance industry.
- Communicated with Iowa licensing board to continue community college providership for Cosmetology continuing education.
- Motorcycle Safety and RV Safety Training was expanded.
- School bus driver training was provided across the district as needed by school districts.
- Programmed Driving Under the Influence (DUI) and Driver Improvement Program (DIP) to meet requirements mandated by the courts in a timely manner.
- Expanded child development opportunity for administrators and employees in the childcare field.
- Offered Mortgage Lending and Financial Services classes.
- Expanded Occupational Spanish to target audience and locations, ie:
Carroll – McFarland Clinic and St. Anthony's
Norwalk – Capital City Fruit
- Added a new class – Spanish for Doing Business in Latin America.
- Provided Mine Safety Training across the district.
- Collaborated with Pappajohn partners to provide Senior College.

Adult Literacy:

DMACC administers an Adult Basic Education (ABE) program that serves in excess of 5000 individuals each year. The ABE program provides instruction in basic skills, GED preparation and testing, and seven levels of ESL instruction which incorporates EL Civics at all levels to assist immigrants in survival skills, job skills, citizenship preparation and community participation necessary to function in America.

Title III Initiative:

DMACC is in year two of a five year \$1.75 million Title III grant awarded by the U.S. Department of Education to close the gap between the achievement of under-prepared students and those who are successful in college programs. The focus of the grant is to strengthen support services for under-prepared students.

Resources from this grant are being used to strengthen learning support systems through technology integration; bridging the discrepancies between the way teachers teach and the learning styles of under-prepared students with focus on the most critical obstacles: reading, English, math, critical thinking, and information resources. Additional areas of resource enhancement for DMACC enabled by this grant is in refining student intervention strategies for academic success, developing a college-wide communication network that enables DMACC to identify and provide intervention support early on for at-risk students, and improve their persistence and achievement of their academic goals.

Western Iowa Tech Community College (WITCC)

WITCC's Job Training Partner administers the Promise Jobs program, which assists persons receiving welfare to gain employment and training. Promise Jobs is working on a special project to identify persons in the program who have a serious developmental disability and provide them with specialized employment services through Iowa Vocational Rehabilitation Services. This effort is designed to assist persons on welfare who would have a difficult time maintaining competitive employment without specialized support. The special project will involve Iowa Vocational Rehabilitation, Iowa Department of Human Services and the Promise Jobs program administered by WITCC.

The college provides workplace literacy to businesses.

The college enrolled students in the new Building Maintenance program for students coming to the college with an Individualized Education Plan (IEP). The program is designed to prepare graduates for employment in building and grounds maintenance or custodial maintenance.

Iowa Western Community College (IWCC)

Developmental, Job Training and Retraining, and Mandatory Programs

- Developmental education, job training, adult and continuing education are fundamental, yet vital services that Iowa Western Community College provides. The college offers comprehensive adult basic skills and general educational development (ABE/GED) preparation classes at its main campus and centers. This program celebrates its student successes with the GED graduation ceremony.
- Court mandated training programs are also available to southwest Iowa citizens. These encompass Driving Unimpaired, Driver Improvement programs, Children in the Middle and Shoplifter Diversions workshops.
- Programs and services are offered to residents of the Clarinda Correctional Facility. In addition to adult literacy classes, specialized vocational training is available.
- The Economic Development Division coordinates training and retraining programs with local industries. Educational needs are assessed, training programs developed and provided, and 260E and 260F contracts are written to assist this effort. Examples of businesses impacted include Omaha Standard Company and Tyson Foods.
- Continuing education programs for business and industry employees needing recertification are an on-going endeavor. Programs have been delivered for:
 - Area XIII Education Agency
 - Emergency medical service professionals
 - Funeral home directors
 - Food service workers
 - Geriatric service workers
 - Home health aids
 - Certified nursing aids
 - RN's and LPN's

- Health care providers
- Information technology professionals
- Hunter Safety Training
- Motorcycle Safety Training
- Elderhostel
- Basic Computer Literacy
- Real Estate Licensing and Appraisal
- Foster Parenting
- Hobby and recreational courses are also offered to interested individuals who may want to develop new interests or pursue home-based entrepreneurial ventures. Topics encompass:
 - Jewelry making
 - Painting
 - Horticulture
 - Crafts
 - Accounting
 - Tax reporting
 - Doll crafts

Southwestern Community College (SWCC)

Adult Education

Adult and Continuing Education has conducted computer training for GITS Manufacturing Company. Excel I and II and Word I and II were available to 24 employees to enhance existing skills and develop new computer skills.

Water and wastewater training and retraining for city, rural water cooperatives, county sanitarians, and industries has serviced 75 employers during the fiscal year.

SWCC trained 58 certified nurse aides.

Eight (8) 90-hour food service supervisors were trained.

Retraining for 320 school bus drivers was held in three-hour classes at eight sites. Forty-two new school bus drivers were trained.

Mandatory continuing education was offered in Driver Improvement, Drinking Under the Influence, Children in the Middle, Hunter Safety, Motorcycle Rider, Motorized Bicycle (Moped), and Child/Dependent Adult Abuse Mandatory Reporting.

Job Training and Retraining

As part of 260F, Southwestern continues to work with local companies on specific training opportunities. With approximately \$100,000 of funding per year, the college obligated funds for two full fiscal years.

Through 260E Southwestern Community College has issued \$3,110,000 of bond sales, distributed to nine different area companies. Funding was used to train over 600 employees.

Indian Hills Community College (IHCC)

- IHCC provided developmental classes in job seeking/job keeping skills to prepare individuals for seeking and retaining employment.
- The IHCC Adult Basic Education program offered noncredit classes in job seeking/job keeping skills and basic computer literacy. The classes are available in both English and Spanish in order to meet community and employer needs.

- The IHCC Language Learning Center offered classes in basic Spanish, English as a Second Language, multiculturalism, and diversity. Training was provided for individuals, business and industry, and regional community-based agencies.
- GED classes were offered in each of the 10 counties of Area 15 for adjudicated youth. They are required to attend GED classes and GED instructors work closely with juvenile probation officers to document academic progress.
- The Adult Basic Education program provided civics literacy instruction assisting new Iowan's in their efforts to become naturalized citizens.
- The Adult Basic Education program trained literacy volunteers and provided a trained literacy tutor for every individual needing basic literacy instruction in the 10 county area.
- Expanded American Heart Association (IHCC Training Center) course offerings and increased community enrollment in Cardiopulmonary Resuscitation (CPR), First Aid, Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) training courses. In 2002-2003, 3701 participants obtained the American Heart Association (AHA) certification required for continued employment in a health profession. In 2003-2004, 4193 individuals obtained AHA certification. (2004-2005 totals are calculated after June 30, 2005) This represents a 12 percent increase in community education for individuals requiring AHA certification.
- Continued to expand technical course offerings to allow students the opportunity to select from a menu of courses and programs.
- The college continued to expand the number of courses offered through the Customized Learning department to meet the needs of individuals, businesses and industry. Several certificate and diploma programs are available to assist individuals in changing careers, or in upgrading existing skills.

Southeastern Community College (SCC)

Great River Medical Center provided a \$10,000 grant to extend the re-entry into Nursing program for an additional year. The grant will allow an opportunity for 35 inactive nurses in southeast Iowa to update their nursing knowledge and skills to rejoin the nursing workforce.

College 101 continues to be provided as a source of entry or re-entry into college for displaced workers to be retrained.

The Center for Business and Industry Services assisted in the issuance of four projects through \$505,000 of 260E funding impacting 141 new jobs in the region. Participation by the center also resulted in 10 projects with \$80,000 in 260F funding in industrial areas as Energy, Construction, Injection Mold Plastics and Fabrication of Wheels for Trains.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative F: Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs.

Department of Education Response

Business and Industry Involvement

- Iowa Choices -The Choices computer program supported by the DE is used as a resource to provide potential students information on the community college system and the opportunities within that system.
- National Crosswalk Service Center - The National Crosswalk Service Center is working with a number of national partners on infrastructure data. Lay title files are a large list (40,000+) of titles commonly used for jobs and are one step in a common language for education, business, and government. This information is available at: <http://www.onetcenter.org/supplemental.html>.
- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data are reported to the Iowa DE in four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education (ACE) (260G), and Apprenticeship programs. Data are compiled into state level reports and are available in the Condition of Iowa Community Colleges 2004 and can be found at the website <http://www.state.ia.us/educate/ccwp/cc/reports.html>.
- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa DE.
- Industry Partnerships - The Iowa DE has fostered partnerships with 15 statewide trade associations, labor unions, and individual companies. These partnerships are being utilized to involve business and industry in the career and technical programs throughout the system. Business and industry have become increasingly involved in statewide construction technology curriculum and automotive technology initiatives. Partnerships have also assisted SkillsUSA in showcasing the leadership and technical skills of community college students.

System-Wide Responses Contributed by Community College Liaison Groups

Community College Economic Developer/Contracted Training Liaison Group

The Economic Developer/Contracted Training Liaison Group works closely with the Department of Economic Development in the implementation of the 260E, 260F, and 260G programs, all of which involve business and industry as partners. All community colleges have 260G programs in operation that require input from industry partners in the development of career and technology-based education programs. Best practices in and among community college regions are shared on a regular basis. Additionally, the Economic Developer/Contracted Training Group was involved with the implementation of training projects through the Grow Iowa Values Fund (GIVF). The group worked cooperatively with the Department of Economic Development to develop a return on investment tracking/survey form being used to document impact of 260E, 260F and GIVF projects.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The ICCSSA group shared details on the various ACE projects being developed across the state for this upcoming academic year and the corresponding program developments and expansions that will occur.

Community College Responses

Northeast Iowa Community College (NICC)

- **John Deere**—NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Graphic Art Program Option**—Working with several Dubuque area businesses, NICC has developed a Graphic Art Option for Computer Analyst majors. The program prepares students in areas of page layout, graphic design, desktop and graphic programs, and industry software packages. The program fills an employment need for Dubuque area businesses.
- **Mi-T-M Corp Partnership—AS400**—Mi-T-M Corporation and NICC are participating in a Partners In Education program. Through the partnership, Mi-T-M has agreed to provide the following:
 1. Assisting with system selection and installation of hardware/software for the AS/400.
 2. Providing entry-level education to faculty.
 3. Review and revise curriculum annually.
 4. Provide internships/externships.

Because of this partnership, NICC receives a five-year software subscription, which allows the college to upgrade to any new version and/or release of AS/400 and related software over the next five years free of charge. NICC also receives a discount on hardware.

- **CISCO**—NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- **Cresco Center Commitment from Howard-Winneshiek School District and Featherlite**—NICC is concluding its third year of operations at the NICC Cresco Center. The Howard-Winneshiek School District continues to be a valuable and active partner in the development and determination of curriculum. Local industry and business have regular input into classes that are offered.
- **County Development Organizations**—NICC is a member of economic development organizations in the district and partners in new business development and business expansion.
- **Dairy Center**—NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the midwest dairy industry.

- **One Source**—The goal of One Source training is to provide consistent training to businesses that have multiple sites within the state/region. This is done through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.
- **Weld Center in Manchester**—NICC has partnered with the West Delaware School District and four Manchester production industries to start a weld training program in Manchester. The industries have committed financial support, the West Delaware District has provided space, the city of Manchester has committed financial resources, and NICC is providing the instruction. The intent of the program is to provide area companies with a pool of trained employees.
- **NICC Oelwein Center Expansion**—NICC has a cooperative agreement with the Oelwein Community School District for its current center in Oelwein. Community needs are being assessed to determine NICC services. Discussion has centered around additional curriculum, new technologies, and building an expanded center at a new location within the community.

North Iowa Area Community College (NIACC)

Extensive Reach of Partnerships

- Of the four major partnerships in continuing education, the member companies employ over 16,350 people in North Iowa
- Presidents= Partnership
 - Membership number increased by ten percent to stand at 45 members
- Business/Industry Partnership
 - Recorded 439 enrollments in 25 courses by employees of 25 companies
- Service Partnership
 - Recorded 183 enrollments in 12 courses by employees of ten companies
- Partnered with the Mason City Chamber of Commerce to hold a combined Business Expo and Job Fair on campus.
 - 73 businesses participated
- ElectroMechanical Modular Training program
- Partnered with local industry and high schools to offer the Maintenance Apprenticeship program
- Utilized a delivery format that allows one instructor in one classroom to simultaneously deliver credit classes, contract training for industries, and customized individual training.
 - Packaged modules for employee training as specified by industry
 - Incorporated process instrumentation trainers to help address the training needs of new process industries in the area such as ethanol production, water treatment and food processing
- Lean Manufacturing
 - Conducted 171 events associated with Lean Manufacturing
 - Delivered Lean training to over 2216 employees in 12 companies
- Partnered with the Iowa Association of Realtors to deliver the 60-hour real estate course on-line
- Partnered with regional industries to offer credit classes on site to employees of those regional industries.

Iowa Lakes Community College (ILCC)

Advisory Committee –

- Each program coordinator met with the established program advisory committees to gain insight into curriculum development and identify technology and equipment needs to assist students' successful transition into the workforce or transfer to the university.

Community Focus Groups –

- Responded to community needs through new program development and course offerings.

Continuing Education & Economic Development –

- Implemented Accelerated Career Education (ACE) infrastructure and job credits projects.
- Revised four regional training seminars.

Northwest Iowa Community College (NCC)

- **Business and Industry Input**-Business and industry partners actively participate in advisory committees, which meet twice a year to review curriculum and address other program specific issues.
- **Student Experience**-Many business and industry partners actively participate in the delivery of instruction through their willingness to serve as internship/coop sites. Expansion occurred in this area this last year in the health field as a result of growth in both the LPN and ADN programs.
- **Additional Business Partnerships**-NCC continues to work with expanding its relationship with companies through the region. Workplace training and assistance were provided to numerous companies including:

Advanced Brands
Link Manufacturing Ltd.
Golden Crisp Foods-Sioux Center
Trans Over Genetics-Sioux Center
Rock Industries-Rock Valley
Prestige Foods of Iowa-Sheldon
Total Component Solutions-Rock Valley
Rome Industry-Sheldon
Infinity Plastics-Sioux Center
G E Wind-Alta
Minnesota Municipal Utilities-Marshall, MN
Revival Animal Health-Orange City
Demco Manufacturing-Boyden
Rosenboom Machine and Tool-Sheldon
Maintainer Corporation-Sheldon
Double HH Manufacturing-Rock Valley
Diversified Industries-George
Novartis Animal Health-Larchwood
The Conveyor Company-Sibley
Kooima Company-Rock Valley
TEC Industries-Orange City
Cargobody USA-Rock Rapids
Alpha Omega Publications-Rock Rapids
Alton Plastics-Alton
TransOva Genetics-Sioux Center
M-K Distributors-Sheldon
American Pallet Leasing-Rock Valley
JTV Manufacturing-Sutherland
Premium Iowa Pork-Hospers

Iowa Central Community College (ICCC)

Focus Area – Partnerships

The college held computer, real estate, cosmetology, and agriculture courses for noncredit over the course of the last 12 months. Many people from business and industry as well as area farmers and agri-business personnel have attended. Once again, the Farm News Ag Show was co-sponsored by Iowa Central in December and over 2000 people attended.

The college career option program advisory boards met twice to continue to contribute to the vision, development and implementation of programs. The department continues to explore new ways to reach out to community organizations, businesses and government agencies to develop partnerships and cooperative projects.

By combining the credit and noncredit activities to support the training and retraining needs of local businesses and industries, the Industrial Technology department is receiving direct input and support from local industries. The college had developed many partnerships to support the training needs of local industries.

Due to the nursing shortage and the increase in number of nursing applications, Iowa Central partnered with the nine area hospitals in 2003 to expand the associate degree and Practical Nursing program at the Fort Dodge Center. The accelerated career education (ACE) grant allows an additional nursing section each fall. This section allows approximately 25 additional students into the nursing program. Iowa Central and Trinity Regional Medical Center (TRMC) have partnered to share staff to provide noncredit classes to meet the health-related educational needs of Area 5.

Iowa Valley Community College District (IVCCD)

Local business and industry partners support IVCCD programs with technology and other resources. For example, this year Garst Seed Company donated approximately \$150,000 in biotechnology equipment to improve the IVCCD career and science faculty ability to meet the needs of career and technical students. Iowa Select partnered with us to fund a Swine Management faculty position for our agriculture program. Local ethanol plants are working with us to implement a Renewable Energy track in our Biotechnology program. Other partnerships for college programs initiated or reconfirmed in the current year including support from ISU's Leopold Center for the Sustainable and Entrepreneurial Agriculture program and local community partnerships with the college Masonry program. These partnerships not only aid curricular development, but also foster community goodwill and understanding of the college's impact on the community.

The college's advisory boards for career and technical programs meet each semester and are composed of local business, and industry partners. They effectively advise and evaluate programs each year, giving valuable input and suggestions into curriculum revisions and resource acquisition. IVCCD revised its program review and evaluation process based on the DE recommendations to promote business and industry support as a major component of program effectiveness.

New business and industry partners are developed each year. Through 260-E, F, and G, the college works closely with a large number of businesses and industries in developing technology-based education. Business and industry training coordinators visit businesses regularly and seek their input and assistance.

Hawkeye Community College (HCC)

- Developed Accelerated Career Education (ACE) Information Technology (IT) Professional Certificate program (612 hour) for 36 Team Technologies potential employees. The team partnership provides high end IT training that was not previously available in the local area.
- Created a partnership with Spindustry for delivery of higher end IT and distance learning courses.
- Conducting Microsoft Certified Systems Administrator (MCSA)-Microsoft Certified Systems Engineer (MCSE) certification training at Hawkeye Technology Access Center
- Created conference rooms that includes polycom units with Internet connectivity for wireless computer capability for enhanced distance learning opportunities at Hawkeye Technology Access Center.
- Developed Workplace Lean capabilities for delivery to office and businesses that are "non manufacturing" related.
- Completed Iowa new jobs training agreements (260E) with 28 area businesses locating and expanding in Area VII in FY05.
- Developed Iowa Jobs Training Programs (260F) in FY2005 with 43 Area VII companies.
- Developed Information Technology Consortium with 10 area IT firms and forged partnership with local IT companies to provide increased distance learning opportunities for Iowa's businesses.

- Completed the 4th year of the five-year ACE programming with local businesses and industries in the areas of: Exploring Manufacturing Careers Consortium (EMCC); John Deere CNC; IBP Machine Maintenance Technician, and information technology programs. The college's EMC2 (Exploring Manufacturing Careers Consortium) partnership with local school districts and local manufacturers has allowed us to bring advanced manufacturing education into the schools and it has allowed high school age students to have real life training experiences with area manufacturers. The partnership with the schools allows high school students to complete the first year of their community college technical program prior to high school graduation. After high school they have one year of technical training remaining before graduating from the college.

Eastern Iowa Community College District (EICCD)

At SCC, several of the EICCD career and technical education programs have recruited new advisory committee members. Several new internship and cooperative activities and sites have been added. SCC held a Career Fair that featured over 30 different businesses and industries; over 200 students participated. Advisory Committee involvement also directed new programming initiatives on campus for the following programs: Surgical Technology, Paralegal, Heavy Duty Equipment Operator, Hospitality Management, and Cancer Management Information Technology. Additionally, business partnerships with Rock Island Arsenal and Black Hawk College were formed to promote internships and coops for students and professional development activities for faculty members in technology, manufacturing, and information technology career clusters.

EICCD also developed six ACE programs involving 37 area businesses investing time and money into strengthening and increasing its capacity in key growth programs. This investment amounts to over \$1.4 million over the 5-year life of the ACE program. Additionally, EICCD partnered with 19 companies to issue \$11.1 million of New Jobs Training bonds to help create over 1500 new jobs in Area 9. Upgrading the skills of over 500 existing workers through the 260-F Iowa Jobs Training program allowed over \$500,000 to be spent in area nine in FY05. Finally, the C.L. program brought 12 companies together in a partnership to enhance the skills of entry-level workers in the area.

All career and technical education program areas use at least annual meetings with advisory committees to provide program direction. Subject matter experts participate in Developing a Curriculum (DACUM) to develop curriculum for new and continuing programs. EICCD has used extensive partnership with local employers in the development of the ACE programs in technology and nursing.

Kirkwood Community College (KCC)

The Workplace Learning Connection is a nationally recognized intermediary that links education with business to provide job shadowing, internships, and tours for students and teachers. Over 700 employers support this program by providing work-based learning experiences. This program has a signed memorandum of understanding with nearly every school district within Kirkwood's seven-county service area. Through this program, students and teachers become better informed about the career opportunities in Iowa and the skills that are needed for these careers.

This year, the Iowa legislature authorized a bill to establish a statewide system of intermediaries to support work-based learning. While there is no state appropriation to fund this service, it did establish the state's framework and organizing structure for the development of this system.

The AgrowKnowledge Center continues to develop partnerships with agriculture-based businesses such as Pioneer Hybrids, John Deere and Diamond V Mills.

The college has worked with an area hospital to expand the accelerated career education partnership related to the Medical Assisting program expansion.

The college has expanded clinical sites for practicum experiences and preceptors because of increased enrollment and program expansions. Some of the clinic sites have expanded outside of Iowa.

Kirkwood hosted the National Practical Exam for dental technologists in the Dental Technology laboratory.

Kirkwood's Dental Technology faculty was invited to the Oral Design symposium, a conglomerate made up (by invitation only) of dental technicians from 27 countries. The Kirkwood faculty was the only Dental Technology educators invited along with two Kirkwood graduates who competed and won the opportunity to attend this event.

The Health Information Technology/Medical coding program is currently in an academic partnership with American Health Information Management Association within a Department of Labor grant. The 12 academic partners selected are working on developing an e-HIM(Health Information Management) virtual laboratory.

A service learning component has been added to the Physical Therapist Assistant program as the students traveled to the statewide Special Olympics at Iowa State University to assist with physical therapy assessments and education related to strength and flexibility.

Service learning opportunities are being explored at the free health clinic in Cedar Rapids.

The college worked with Manor Care to submit a grant for equipment to provide dental cleaning and assessment to their residents by Kirkwood dental hygiene students as well as other equipment for the Kirkwood health laboratory.

Des Moines Area Community College (DMACC)

Continued involvement with industry organizations and associations (e.g., Iowa Telecommunications Association) for providing necessary training. This involvement also includes DMACC faculty serving on various association committees and helping to guide and focus training opportunities directed to DMACC.\

Outcomes to date: Have delivered several corporate style training classes to well over 100 employees of various telecom companies throughout Iowa in association with the Iowa Telecommunications Association (ITA) and the Rural Iowa Independent Telecommunications Association (RIITA). These associations look to DMACC as a "training partner" with their member companies, and the ITA has partnered with DMACC in coordinating a yearly tech training conference.

The partnership has also included a number of "field study" projects with member companies to help assess their current and future training needs.

- Developed a partnership with local chapter of Project Management Institute to provide PMP® exam review workshops in Des Moines.
- Developed a partnership with Brand Advocates to provide Branding workshops in the Des Moines area.
- Expanded noncredit entrepreneurial offerings in the Des Moines area to include Franchising and Identifying Venture Capital Resources.
- Developed certificate of completion for Ankeny Chamber of Commerce "lunch n' learn" workshops now held on DMACC campus utilizing business partner presenters and DMACC faculty and staff.

Developed partnerships with manufacturers and suppliers of equipment, software and related materials. These partnerships provide several positive outcomes such as receiving donations and deep discounts on high dollar equipment for the improvement of training labs. These vendor partners also look to DMACC as a "Regional Training Center" and subsequently use DMACC resources (labs and auditoriums) to host seminars and other industry events that further promote the college.

Outcomes to date: Have formed partnerships with companies such as Tekelec, Palisade Systems, Falcon Communications and HP that have brought valuable resources to the institution and have provided DMACC with the "regional training center" status.

- Partner with SunMacro Systems to bring Java 2 Platform training to Des Moines as part of the H1B scholars program for incumbent workers. Principal, Marsh, and Allied provided testimonials.
- Working with Iowa Department of Personnel to provide training to state employees.
- Utilize relationship with software and information technology of Iowa to identify training needs and to market technology opportunities.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech faculty in the college's Automotive and Auto Body programs work closely with business partners to bring new automotive technology courses to campus. This benefits people in industry and college instructors. Similarly, the college's Police Academy utilizes industry personnel as the primary instructors for the police academy. These linkages improve existing programs.

The WITCC campus is the meeting place of members and prospective members of local chapters of professional associations.

Iowa Western Community College (IWCC)

Business and industry partnerships are an integral link to viable and state-of-the-work world career and technical programs at Iowa Western Community College. They provide valuable feedback and resources in multiple ways throughout the college's service area.

Accelerated Career Education

- ACE-PIAP (Accelerate Career Education-Physical Infrastructure Assistance Program) partnership with AC Delco has provided funding and technical support for the Automotive Technology-TSEP AAS program implemented in fall 2004.
- Regional horticulture, nursery and landscape enterprises partnered with the Agribusiness Technology department through ACE-PIAP to implement two new programs in the fall 2004; Turf and Landscape Management AAS and Horticulture Transfer AS.
- Regional diesel engine repair facilities collaborated with the college's Diesel Technology program to pursue an ACE-PIAP grant to assist in the renovation of educational facilities.

Iowa Values Fund

- Training programs have been established with Tyson Foods in the career area of electro-mechanical maintenance and technology
- A Paramedic Specialist AAS program targeting the skill needs of the health-care industry was launched in fall 2004.

Other Partnerships

- The Iowa Automobile Dealers Association provided funds to be used for equipment and program needs
- Business and industry partners have provided cooperative education and internship sites for students.
- The Applied Media Studies programs (Radio and Video/TV) have teamed with the local cable provider to produce programs about local events, public affairs and news information.
- The Graphic Communications program has assisted local charities in developing a new logo, window displays and posters.
- Regional health care services have expanded clinical and observation sites to accommodate growing enrollments in health occupation programs.
- Information Technology programs of study are engaged in an on-going partnership with First National Bank.
- The Electronic Engineering Technology program has provided curriculum and training for a local manufacturing firm.

- A redesign of the Manufacturing Engineering Technology program was accomplished through the intensive efforts of business and industry.
- The Mechanical Engineering Technology (MET) program at Clarinda has designed a schedule that enables employees from the regional industrial base to complete an AA degree within three years.
- The Continuing Education Division has established “Lean Manufacturing” and “Lean Office Training” programs with area business and industry.

Southwestern Community College (SWCC)

Accelerated Career Education - ACE

Funds available through the ACE legislation have assisted with the expansion or development of new program(s). ACE funding has allowed Southwestern to work with private business and industries and county hospitals in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Currently, Southwestern is completing the third year of a three-year plan designed to partner with Area 14 hospitals through ACE agreements. The partnerships with Greater Community Hospital of Creston, Montgomery County Memorial Hospital of Red Oak, and Ringgold County Hospital of Mount Ayr have allowed SWCC to initiate the addition of a new nursing instructional facility and expand the enrollment to help address the shortfall of Area 14 nurses.

Tech Prep Health Career Academies

After completing a survey of area high school students in the 2003-2004 academic year, results indicated a strong interest in health related careers. Southwestern staff members worked with area hospitals, local school districts, DE consultant, and the college’s nursing faculty to develop three Health Career Academy programs across Area 14. The area hospital played a major role by entering into partnerships to furnish facilities for classrooms and clinical sites, and covering the costs of classroom instruction and clinical supervision. Three new programs were implemented during 2004-2005 as a result of these partnerships.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Representatives from the advisory committees and outside business and industry have also been used in the development and/or revision of new curriculum, surveys for employer satisfaction, and program evaluation.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has worked with industry representatives and area employers to identify and provide the most appropriate and current computer assisted drafting and steel detailing software and hardware. The program has received donations of Steel Detailing Systems (SDS) and Detail CAD Steel Detailing software as well as assistance with instructor training expenses and on-site visits to companies.

Indian Hills Community College (IHCC)

- A local initiative involving Pro Literacy, John Deere Corporate Foundation, John Deere Ottumwa Works, and IHCC was implemented this year. The project couples high school dropouts with workplace mentors. The goal of the project is to give students an opportunity to acquire basic skills through instruction in applied math, science, reading, and writing. Students receive mentoring from local John Deere employees who conduct workshops covering a variety of topics including skills required for employment with John Deere, employer/employees relations, work values/ work ethic, on-site tours, and job shadowing.

- All technical and career option programs and the Customized Learning Department utilize advisory committees to develop curriculum for programs and individual course offerings. The advisors meet at least twice a year. The college has aligned the curriculum revision process to better use the input from the advisors. The participation of advisors is paramount to success. Once a year, the college hosts all 450 advisors on campus.

Southeastern Community College (SCC)

SCC has cooperated with several partners over the past four years to create ACE projects. The current project will provide new opportunities in the construction field. The college will be partnering with five area companies representing all of southeast Iowa, as well as the Southeast Iowa Builders' Association (SEIBA) that provides scholarships, equipment, and expertise to programs in this area. Surveying equipment for the Construction Technology program was also donated by SEIBA.

Several gifts have been received in the area of Automotive Technology enabling classes to provide more materials and equipment to students. These gifts are a part of a statewide effort between Iowa's community college auto programs and the Iowa Automobile Dealers Association.

Ongoing support for SCC's Welding program comes in the form of donated steel by local companies.

The Center for Business and Industry Services has developed credit and noncredit programming using ACE funding in the area of Lean Manufacturing leading to certification as Lean Practitioner and Lean Leadership. Work has also begun on development of programming in the area of Construction Technology, which will lead to a certificate program and a two-year associates degree. The college will also partner with universities in the area to provide the necessary preparation for a bachelor's degree in Construction Management.

Two major gifts have been received by the Center for Business and Industry Services from local industry partners. These gifts provide state-of-the-art instructional equipment and training room furniture for a new facility to house the Lean Certificate program and on-going open enrollment programming.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative G: Explore options for establishing an electronic system to serve as a one-stop web site connecting Iowan's to life-long learning opportunities at Iowa's community colleges and for providing individual transportable portfolios.

Department of Education Response

- Iowa Choices Planner - The Iowa Choices Planner provides an electronic portfolio that is a depository for information that individuals compile using the components within the Choices (assessments, occupations, schools) components with input and documents that can be uploaded into the planner.
- National Crosswalk Service Center - The National Crosswalk Service Center is consulting with the Department of Labor on geographic classification issues for a system under development for use by those effected by the Department of Defense Base Realignment and Closure (BRAC) program. By identifying geography for those military bases, the system can make information available about a variety of resources, including educational institutions, to Department of Defense civilian employees who may be facing a career change due to a base closure. The Department of Labor site is available at <http://www.brac-coach.org/>.

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

The Chief Academic Officers had representation on committees that are continuing to build an all-Iowa transfer website.

Iowa Community College On-line Consortium (ICCOC)

The Iowa Community College On-line Consortium is a partnership between seven of Iowa's community colleges to offer on-line associate degrees. The seven partner colleges are; Eastern Iowa CC District, Iowa Lakes CC, Iowa Western CC, Northwest Iowa CC, Southeastern CC, Southwestern CC, and Western Iowa Tech CC.

The Iowa Community College On-line Consortium is self-supporting. No State of Iowa funding or partner college general funding is allocated to the coordination of consortium initiatives. ICCOC staff and all ICCOC initiatives are funded by a per-credit fee included in on-line student tuition.

Following is a summary from the 2005 Fiscal Year (2004-2005 academic year).

Enrollment

Total enrollment in Iowa Community College On-line Consortium (ICCOC) classes during FY05 was 15,098, an increase of 24 percent from FY04. This number represents a duplicated headcount for fall 2004, spring 2005 and summer 2005 terms.

The ICCOC unduplicated headcount during FY05 was 7697 students up from 6001 in FY04.

A total of 718 class sections were offered during FY05, an increase of just over 30 percent from FY04. Class sections are limited to 28 students. The ICCOC now has 315 unique college credit courses developed and available to offer on-line. Not all courses are offered every semester.

A total of 247 instructors taught on-line during FY05 – a 44 percent increase from the previous year.

Annual Spring Conference

The fifth annual ICCOC Spring Conference was hosted by Iowa Lakes and Northwest Iowa Community Colleges at Arrowwood Resort at Lake Okoboji. This year's conference had over 200 attendees who participated in four educational tracks: They were New On-line Instructor, Seasoned On-line Instructor, Student Services, and Administration. Keynote speakers were Dr. Mark Milliron former President and CEO of the League for Innovation in Community Colleges and Mr. Jeff Borden On-line Instructional Design Expert.

Federal Title III Grant

The ICCOC was one of two consortiums in the United States to apply for and receive a Federal Title III Grant in 2004. The ICCOC grant will serve to strengthen student performance through faculty development and student services. The ICCOC will receive \$1.5 million over the five-year life of the grant.

Datatel/eCollege Integration

The ICCOC is working in conjunction with eCollege and Datatel to integrate student information for on-line classes. This integration project will eliminate the present need for partner colleges to enroll on-line students in two separate registration systems. Completion of the project will result in more efficient operations.

Staffing

Continued growth in the on-line program resulted in an increase in staff during FY05. FTE for the entire ICCOC staff increased from 2.6 to 4.6 during the year. In July 2004, a course management liaison was added to coordinate the set-up and readiness of all on-line courses. In February 2005, a student services concierge was hired to coordinate on-line student services and identify and assist at-risk on-line students. The student services concierge is funded in part by a Federal Title III Grant. Both new positions are 1.0 FTE.

eCompanion

FY05 marked the first year eCompanion was used to supplement face-to-face courses. A total of 186 instructors (unduplicated) implemented eCompanion during the year and 5003 students had at least one face-to-face course supplemented by eCompanion.

Scholarly Research

The Iowa Community College On-line Consortium participated in several research studies during the 2004-2005 academic year. The ICCOC was the subject or a subject in the following:

1. **Achieving Success in Internet Supported Learning in Higher Education:** case studies illuminate key success factors, challenges, and future directions. Research was conducted by Rob Abel Alliance for Higher Education Competitiveness Inc.
2. **Inter-Institutional Collaboration:** A case study of factors contributing to the viability of the Iowa Community College On-line Consortium. The study was conducted by Mr. Kent Johnson (University of Northern Iowa).
3. **Best Practices in On-line Lab Science Courses for Rural High School Students Needing AP Courses.** The study was conducted by Iowa State University Center for Technology in learning and teaching with backing from the Carver Foundation.
4. **A study of the effects of telephone interaction on the persistence, performance and satisfaction of on-line students.** The study was conducted by Dr. Patrick O'Leary at St. Ambrose University.

Learning Object Pilot

The ICCOC has been asked by the Monterey Institute to pilot “next generation” on-line learning objects during the 2005-2006 academic year. These advanced learning objects are highly interactive and include professional audio, video and graphics. Such learning objects can be used to significantly enhance on-line as well as face-to-face learning.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The statewide 2+2 group is putting together a “super webpage” to publicize transferability of programs available at the community colleges. The address for this site is www.continuetolearn.uiowa.edu/transfer.

The group also had discussion regarding the CHOICES and Kuder career exploration systems and the pro's/con's of each system including electronic portfolio development. About 2-3 schools are currently using Kuder and 2-3 more are exploring moving to this system. It was suggested to have a representative from each organization come present to our ICCSSA group for further review of their attributes.

Community College Responses

Northeast Iowa Community College (NICC)

- **Iowa Workforce Development (IWD)**—NICC is the employer of record for the IWD area coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- **NICC Website**—NICC is in the process of redesigning its website to make it more interactive and user-friendly to students, staff and the community at large. This fall, it will integrate several new technologies such as Campus Cruiser and Web Advisor. Campus Cruiser is an innovative platform for managing, tracking, promoting, and sharing information with easy to use on-line tools such as e-mail, message boards, discussion groups, and publishing features all in one unified system. Web Advisor is the interface with our computer software system and provides real-time information for students, faculty, and staff.
- **Distance Learning Courses**—NICC students continue to take advantage of the convenience offered by ICN, on-line, and independent study classes. The 1331 enrollments for summer 03 totaled 3934 credits – 35 percent of the total credits district-wide for the summer term. On-line classes generate the greatest interest with 48 summer classes and an enrollment of 611 students, a 49 percent increase from the previous summer term. NICC is now able to offer the Business Specialist degree totally on-line.

North Iowa Area Community College (NIACC)

- **Iowa Distance Learning:** NIACC has participated in the IPTV-sponsored Iowa Distance Learning catalog (www.iowalearns.org) website that provides a single source of information for on-line courses offered by Iowa colleges and universities.
- **New Management Information System (MIS):** The college is in the final stages of implementing a new MIS system that will allow for on-line access to credit transcripts, noncredit transcripts, and documentation of earned certificates. All these items can be incorporated into one document. In addition, a student can engage in an on-line search for classes through a live database, register on-line, and complete the payment transaction on-line.

Iowa Lakes Community College (ILCC)

On-line Services –

- Converted student registration to an on-line process.
- Updated web pages to include links from career/vocational programs to program coordinators, financial aid and admissions to increase accessibility to enrollment opportunities for all Iowans.
- Increased the number of courses available on-line.

- Provided professional development opportunities for faculty interested in developing on-line courses and/or teaching on-line.

Career Resource Center –

- Assisted business and industry post employment opportunities.
- Assisted students to develop and post resume electronically.

Northwest Iowa Community College (NCC)

- **Transfer Students**-On October 6, 2005 a Transfer Articulation Conference was sponsored by the Regent Committee on Educational Relations (RCER) and the Liaison Advisory Committee on Transfer Students (LACTS). The focus of the forum was to begin the discussion on potentially considering a course applicability system for the state of Iowa, similar to what Minnesota is in the process of implementing. The consensus was that this is a direction that Iowa should be looking into. However, from the community college's perspective, it could not occur until common course numbering was implemented and the conversion to *Colleague* was completed.
- **ICCOC-NCC** participates in ICCOC-On-line to provide a single source of information for on-line course offered through the consortium.

Iowa Central Community College (ICCC)

Focus Area - Communications

Iowa Central is using several different pieces of software that are a start to accomplish this. The first software is WebCT. This software has integration of discussion board, E-mail, and course content along with other tools to be used to enrich the class. WebCT also ties other courses that the student is taking together under a single login. The next piece of software is Elluminate Live. This software is a real-time Internet class that has interaction with voice, chat, and symbols that will maintain the students attention. The software is expanding the traditional distance learning for the students that need live interaction to succeed.

The college has subscribed to two new services Turn-it-in.com and Tutor.com. Turn-it-in.com is a web site to check papers for plagiarism. It is used by instructors to check against plagiarism. Tutor.com is on-line tutoring service for all students at Iowa Central. This service is used primarily for language and mathematics. It is also multilingual for students that English is their second language. Beginning this fall, the college will implement an on-line payment service for all students.

In the past six months, the college has been redesigning the Iowa Central website. Search engine, quick links, navigation bar, and the overall design were added. The page is constantly evolving with changes to serve students and faculty. The web page is used as a recruitment tool to inform students on current events and Iowa Central offerings.

Several instructors use Think wave to generate grades using a formula that the instructor creates. This allows students to see their grades from any Internet computer.

The Web Technology program continues to create individual portfolios of each students work. This has proved to be a valuable learning experience for the students and a great help for employer's to assess the student's abilities.

Focus Area – Distance Learning

Iowa Central has an Associate of Arts degree available for students on-line. The college has continued to develop new courses for students.

The Distance Learning program continues to offer courses in Guided Self-Study, ICN, Iowa Central Telecommunications Network (ICTN), and the new vClass (virtual class). With the combination of the different delivery systems Iowa Central offers, students have many options of how and when to complete their degree. The college is reaching students who live in very rural areas of the state by offering course through this modality. The overall goal is to expand upon the wide selection of courses currently offered.

Iowa Central Community College, Industrial Technology Programs meet with their advisory committees at least twice a year, to discuss changes in industry. Also, each program goes through a detailed program review every 5 years, to review trends.

Iowa Valley Community College District (IVCCD)

IVCCD has worked with the Iowa Association of Community College Trustees to accomplish the goal of implementing a one-stop website for Iowa community colleges. The college is also a part of the transferiniowa.org initiative from the 2+2 committee that will aid student articulation across Iowa colleges and universities. A college-wide technology committee continues to meet at IVCCD to streamline academic technology decisions. In addition, live on-line registration and an on-line catalog have been improved on the district's website as part of a district-wide data systems upgrade. The number of on-line courses available has been increased to 35, increasing students' access to higher education and making an IVCCD on-line AA degree only two courses from reality. On-line courses are also listed on iowalearns.org, the statewide website for on-line education. The Iowa community college common course numbering partnership will aid transfer across the system and will be implemented in Fall 2006.

Hawkeye Community College (HCC)

The college moved toward integrating services with the Internet through these activities, thereby facilitating future integration with the state one-stop system:

- Students' grades are distributed via web beginning fall 2002.
- The college offers web registration for credit classes.
- Grades are submitted on-line by instructors, allowing distance learning faculty to submit student grades from anywhere in the world where Internet is available.
- Enhanced on-line "search" capabilities for courses/locations/times.
- The All Iowa Transfer Portal, a website that will allow students, advisors, parents, and others to have quick and easy access to transfer information statewide is being implemented. The portal is a project of 2+2 Council, a cooperative effort of Iowa regent institutions, community colleges, Board of Regents and Iowa Department of Education. The council serves to improve the transfer process among these colleges.

Eastern Iowa Community College District (EICCD)

EICCD maintains both Internet and Intranet sites to provide information to students, staff, and the public, including current course offerings and the district catalogue. Website information about articulation agreements, financial aid, program requirements, and transfer guides make student access to this information searchable and always available. The EICCD is currently in the process of updating the district website to provide a more user-friendly experience for individuals searching for information concerning the district and its offerings.

To this date, EICCD has not been approached to cooperate in a one-stop statewide website system. EICCD's approach is to establish partnerships to address student and stakeholder electronic learning needs.

EICCD is a founding member of the Iowa Community College On-line Consortium that provides students anywhere the opportunity to obtain an AA degree on-line. Seven Iowa community colleges compose the consortium. Over 120 courses are available to students across the state, nation, and the world. A common website provides the consortium's course offerings, support services, and administrative services for students, as well as a link to each college's home page. Student enrollment, retention, course satisfaction, and overall satisfaction are indicators of the success of this partnership in serving the needs of Iowa learners. EICCD also participates in the on-line Iowa distance learning catalog to provide a single source of information for on-line courses offered by Iowa colleges and universities.

Continuing education has a number of on-line courses available and is planning to increase that number. During the strategic planning processes this past year, a technology project has been proposed to create and support a technology help desk/training center for any individuals connected to EICCD.

Kirkwood Community College (KCC)

Kirkwood's Career Edge Academy programs provide competency certificates that validate student learning for each academy course. These certificates are designed for inclusion in the student's portfolio and to share with employers. High school students can also access www.careeredge.info to get information and register for these 2+2+2 programs.

Kirkwood is nearing the completion of its two-year implementation of the Datatel Colleague system of administrative computing. The web presence for staff and students in this system is called EagleNet and it serves as a one-stop for both staff and students to see all the course offerings, services, and electronic tools available to them at Kirkwood. It also provides each staff member and student with a view of their individual academic history at Kirkwood, as well as financials, and other supportive services geared for them. Because WebCT is linked to this site, each student has the capability of an individual portfolio that is transportable to other colleges and sites. Finally, the college is also implementing a software tool, ELumen, which enables the faculty to communicate more precisely with students where they are presently ranking within a given course. This tool operates through rubrics and achievements on specific skill sets, and actually gives the student an individual progression of achievement.

Kirkwood's Continuing Education and Training Services division has an extensive website designed and marketed specifically to the adult learner at www.foryourlifetime.com. Market research and the learner evaluations inform the college that adult learners wish to access courses and learning opportunities designed specifically to their needs and wants.

Des Moines Area Community College (DMACC)

- A one-stop website is available through the Iowa Association of Community College Trustees (IACCT) at www.iacct.com. This site links to each of Iowa's 15 community colleges.
- The community colleges also link through One Source Training, a collaborative providing a single point of contact for training resources throughout Iowa. www.onesourcetrainingiowa.org.
- DMACC participates in the IPTV/DE distance learning catalog website www.iowalearns.org that provides a single source of information for on-line courses offered by Iowa's colleges and universities. In FY05, DMACC offered over 400 courses through this site, delivered on-line and through TV, and the ICN.
- IowaCareer.net www.iowacareer.net is a starting point for lifelong learning system that connects many of Iowa's community colleges. The website, which is hosted and maintained at DMACC, links career information, job openings, and resumes of community college graduates seeking employment.
- DMACC is developing a web portal technology called my.dmacc.edu, which will create a customizable web space for students to link to their course information and develop and maintain their own academic portfolio.
- DMACC is participating in the development of a statewide education data warehouse maintained by Team Technologies, Cedar Falls, to store interactive "learning objects" on-line.

Western Iowa Tech Community College (WITCC)

Since 2003, students applied, enrolled, and purchased books via the college website (www.witcc.com) in credit courses, noncredit courses, and Lifelong Learning opportunities. The college participated in writing the grant to fund the Iowa Community College On-Line Consortium (ICCOC), and students enrolled in on-line credit classes continues to represent one of the fastest growing segments of the college's student populations. In addition, through Ed2Go, any person in the college district who has Internet access may choose from over 200 noncredit offerings and complete those courses on-line.

Iowa Western Community College (IWCC)

On-Line Services and Programs

- Iowa Western Community College continues to evolve to technology based resources and references to facilitate availability to information and remote access to services. The college utilizes both intranet and Internet sites as a communication tool for current and potential stakeholders.
- Iowa Western is a vital partner in the Iowa Community College On-Line Consortium. This seven-member Iowa community college partnership has provided distance education courses leading to an associate's degree since 2000. Growing enrollments and expanded course offerings provide web-based learning opportunities around the world. Credits are transcribed seamlessly by the partnering colleges.
- The Learning Resources department has expanded access to databases and electronic resources to serve life-long learning needs and opportunities. A portable computer cart system has been added to serve the growing electronic needs of students. An electronic "Ask a Librarian" feature is accessible through the college's website.
- The college continues to upgrade its information technology capacity. An electronic course management system as well as an on-line student services system provides virtual access to course information such as syllabi and class notes, on-line testing, access to grades, on-line registration, class schedules, and similar services.
- A series of community meetings has been held to promote distance learning opportunities for both credit and noncredit courses. Noncredit courses are also available via "Ed-to-Go." Continued expansion of virtual learning programs is part of the strategic plan to serve location-bound students.
- The Adult and Continuing Education division provides on-line access to students completing GED tests. Additional website access and information is available to track the status and performance of GED students. Student test scores and transcripts are available electronically.
- More college references such as the catalog, schedule, advising guides, etc., are available through electronic means as we move toward a paperless system.

Southwestern Community College (SWCC)

Website Links

Southwestern participates in a number of on-line one-stop sources for information on life-long learning opportunities. The Iowa Association of Community College Trustees (IACCT) website, at <http://www.iacct.com/> provides efficient access to "the rich and varied program of credit and noncredit distance education opportunities" offered by the 15 Iowa community colleges.

Southwestern is a member of the Iowa Community College On-line Consortium, a group of seven community colleges organized to offer on-line courses entirely over the Internet. The ICCOC website at <http://www.iowacon-line.org/> provides information on courses, direct access to One-Source curriculum information, and links to each member college.

One-Source Training

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges, is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>.

Adult Education

GED official testers can go on-line to access their GED test scores. Each tester is assigned an ID code and can go on the web site to check scores. GED students may complete GED study on-line.

GED Examiners and Alternate Examiners may access GED test scores for incompleters and completers by accessing a newly created web site. This is a secure web site and only those with assigned codes may access. This also helps the college confirm for business and industry GED completer status. For official transcripts, the tester must sign a release. All Adult Basic Education federal reports are now recorded and sent electronically.

Indian Hills Community College (IHCC)

The college developed and implemented an on-line Health Information Technology (HIT) program. Program development was initiated in August 2004 and a pilot group of two students enrolled in the on-line program in February 2005. The on-line program is currently accepting applications and will begin the first class fall 2005.

Southeastern Community College (SCC)

Southeastern Community College (SCC) shares a one stop distance learning website with six other community colleges. The website is located at www.iowacon-line.org and provides prospective and current students from seven colleges the opportunity to enroll in an on-line degree program. Once enrolled, each student can go to one location to access over 300 on-line courses from the seven community colleges involved in the partnership. This one-stop website can also provide students with an educational pathway to pursue their four-year degrees.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative H: Implement strategies to best respond to the needs of adults learning to speak and read English, with special attention to immediate language skills for the workplace.

Department of Education Response

- **ABE (Adult Basic Education)** - During program year FY04, Iowa's community college based adult literacy program served a total of 3,844 enrollees (31 percent of the total adult literacy enrollment) who were classified as English Literacy (formerly referenced as English as a Second Language) adult learners. The overall goal of the English Literacy program is to provide instruction "designed to help individuals of limited English proficiency achieve competence in the English Language." This mandate includes instruction in learning necessary language skills to successfully compete in the 21st century workforce. The DE, in conjunction with the community college based adult literacy program, has initiated two English literacy initiatives to ensure that Strategic Goal # 1 H is successfully achieved: (1) Iowa's English Literacy Pilot Project, and (2) the implementation of the English Literacy/Civics Education program.
- **Iowa's English Literacy Project** - The DE, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy Pilot project during program year 2001. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the unique learning needs of Iowa's adult immigrant target population. The project objectives are to: certify a state-level English Literacy CASAS trainer, identify appropriate assessment instruments to effectively measure and report skill level gains in the areas of speaking and listening as required by the National Reporting System (NRS), and identify appropriate instructional strategies and curriculum materials designed to meet the learning needs of Iowa's adult immigrant populations. The project is concluding the third year. To date, the project objectives are being achieved. There were four community colleges that served as the initial pilot sites. During project year three, an additional four pilot sites were added to the project. The project was implemented on a statewide basis during September 2003.
- **CASAS Content Standards Project** - Iowa's adult literacy program, in conjunction with CASAS, is conducting a pilot test to determine the best instructional strategies, content standards format, and staff development model to successfully implement a CASAS based content standards system during FY06. Iowa is serving as the lead state, within the CASAS consortium states, to pilot test, refine, and implement the CASAS competency-based content standards system. The pilot test project began during FY05 and will end during FY06. The Iowa pilot project includes an advisory committee comprised of a representative sample of adult literacy teachers, CASAS state certified staff development cadre members, local program directors, and state staff. The advisory committee's main functions are to: 1) pilot test different types of content standard's forms and formats; and 2) provide feed back, observations, and recommendations to the CASAS Content Standards Team and CASAS Technical Assistance Team. The Iowa Content Standards Advisory Committee regularly meets, via conference calls or face-to-face, with the CASAS Content Standards Team to discuss different aspects of the Iowa pilot test project.

A related phase of the project is the automation of the CASAS content standards forms, tests, and other relevant materials. This phase is being accomplished by coordinating the activities of the Iowa Content Standards Advisory Committee, CASAS Content Standards Team, and CASAS Technical Assistance Team with the CASAS Information Technology Team. The CASAS Information Technology Team is responsible for the development, maintenance, and implementation of the CASAS based electronic reporting system software referred to as Tracking of Programs and Students (TOPSpro). The Iowa pilot project will coordinate with the CASAS Information Technology Team to automate the various content standards curriculum and diagnostic materials.

- Iowa's Adult Literacy Program Review - During September 2005, the United States DE: Division of Adult Education and Literacy (USDE: DAEL) conducted a program and technical assistance review of Iowa's adult literacy program. The final report cited eight commendations and five recommendations. The report did not cite any corrective action steps. The report indicated that Iowa's adult literacy program was in 100 percent compliance with federal mandates and legislation governing the program.

System-Wide Responses Contributed by Community College Liaison Groups

Community College Economic Developer/Contracted Training Liaison Group

The Community College Liaison Group continues to provide contracted training in the areas of ESL.

Community College Responses

Northeast Iowa Community College (NICC)

- **English Literacy (EL) Program**—NICC offers noncredit English literacy classes in various communities throughout the district. Many of Hispanic, Eastern European and Asian descent come to this district for employment in industries such as processing plants, restaurants, farming and welding. In credit programming, a partnership with the University of Dubuque offers a class entitled, "English for the Business World" to Taiwanese students as part of a special Master of Business Administration (MBA) program. In addition, NICC is working with Luther College to develop some EL credit programming as well.
- **Writing Center**—The staff in the writing center are committed to providing a third of their time to support the needs of ESL students.
- **Command Spanish**—A Spanish language education program is offered to business and NICC employees to facilitate better communication.
- **Postville Initiative**—A retired NICC continuing education director has been retained as special assistant to the president to provide programming and represent the college in Postville, Iowa where over half the population is of non-English speaking decent. Classes in Postville are a cooperative effort between NICC, Luther College, and the Postville school system. Over 100 students attended these classes last year.
- **One Source**—A workplace Spanish course has been developed for delivery to the Hy-Vee Stores. NICC is a participant in that delivery.

North Iowa Area Community College (NIACC)

- **Community Classes:** NIACC continues to provide ongoing, tuition-free English Language Literacy (ELL) instructional classes in handicap-accessible locations in eight separate classrooms in the North Iowa area. Several classes offer free child care services to the students. Continuous classes ensure lifelong opportunity for English language skill acquisition. Computer-aided instruction provides instructional assistance in life skills, English, as well as workplace-based vocabulary. ELL students are encouraged to do projects involving a variety of experiences throughout the community. Several classes include service-learning components; guest speakers bring community information to the students; and students are encouraged to take part in activities beyond the classroom. One program goal is to connect students to the North Iowa community. This enriches the lives of the students and the native residents as well. It provides lifelong learning experiences for both and helps to establish patterns of integration and volunteerism.
- **Curriculum Development:** The Citizenship component of the ELL classes was enhanced by the addition of new materials, called, *_On Common Ground_*. Videotapes with critical questions provide opportunities for students to see American democracy in action and to develop a clearer understanding of the democratic process. The program also offers instruction and practice in the new Citizenship Interview Process. The *Rosetta Stone* is a computerized English program that provides interactive instruction to language learners. All teachers have been provided with tape recorders, headsets, and tapes to assist in language development and accent reduction.
- **Life and Work Skill Development:** Along with Citizenship and Adult Basic Education, English Language Literacy classes also develop and teach curriculum based on CASAS (Comprehensive Adult Student Assessment System)/SCANS (Secretary's Commission on Achieving Necessary Skills) competencies. These include both workforce readiness skills and life skills. Examples include:
 - Understand basic principles of getting a job
 - Understand wages, benefits, and concepts of employee organizations
 - Understand work-related safety standards and procedures
 - Understand basic principles of health maintenance
 - Understand aspects of society and culture

Iowa Lakes Community College (ILCC)

- Offered "*Spanish Basics for Business*" courses through continuing education.
- Approved "*Survival Spanish*" course as part of Human Services and Disability Studies program to begin fall 2005.
- Collaborated with Spencer public library to increase awareness of English literacy classes and other services for non-English speaking adults in Clay County.
- Established an evening English as a Second Language (ESL) class in Clay County and a daytime class in Emmet County.
- Hired an ESL coordinator /instructor for Clay and Emmet counties.

Northwest Iowa Community College (NCC)

- **ESL-English language literacy** classes are available in area communities for individuals who are interested in improving their English reading, writing and speaking skills. Historically referred to as English as a Second Language, NCC still uses that term because it is familiar to teachers and more importantly, students. Classes are available across the area at no cost and offered in seven-week sessions to allow for pre and post assessment using the Comprehensive Adult Student Assessment System (CASAS) competency-based assessment and instructional system.

Classes are also offered in agriculture and industry settings in the area with a focus on vocabulary and skill building for each particular scenario. There are a number of dairies in the area and classes have been offered in those settings, at the workplace with the input and advice of employers. Two workplace sites provided for ESL training with Iowa Basic Skills certificates awarded to nearly all employees who completed the 30+ hours of instruction.

- **Recruitment Material**-A CD, as well as a brochure, which provides basic information on enrolling at a community college is being made in Spanish for distribution by July 2005. These items were developed after several brainstorming sessions were held with members of the Hispanic community to obtain their input on what would best assist Hispanic students enrolled in post secondary education.

Iowa Central Community College (ICCC)

Focus Area - Partnerships

Iowa Central Community College offers English Literacy (ESL) classes free of charge to non-English speaking students through the Adult Basic Education program which serves the following Iowa counties: Webster, Hamilton, Wright, Greene, Calhoun, Pocahontas, Humboldt, Buena Vista, and Sac. Business brochures were mailed throughout the ICCC area to make local businesses aware of ESL classes available to their employees for improvement of communication and productivity in the work setting. Adult students are assessed through the Comprehensive Adult Student Assessment System (CASAS) for competency in the areas of reading, speaking, listening, and writing as related to basic and life skills. Iowa Central Community College teachers facilitate classes to assist learners in using language in daily life roles such as community member, family member, and worker. Lessons target improvement in the following areas:

- Basic Communications
- Consumer Science
- Community Resources
- Health
- Employment
- Government and Law
- Computation
- Learning to Learn
- Independent Living

Iowa Valley Community College District (IVCCD)

This year, IVCCD continued to expand its ESL offerings and the number of students able to access these courses. A half-time multicultural recruiter on staff helped define and meet the needs of adult Hispanic students who have language skill needs. One of the Phi Theta Kappa chapters received recognition for combining civic engagement with scholarship as they tutored ESL program students through a *USA Today* readership program.

Adult ESL classes continued to grow significantly this past year, largely due to a change in location. Five levels of ESL are offered in classroom settings, and an independent learning computer lab has been added. The district is coordinating the credit ESL program with the noncredit ESL program so adults who move from the Iowa Valley Continuing Education (IVCE) program to the college level will be able to do so seamlessly.

IVCE continues to offer job-specific training in thirteen vocational areas in occupational Spanish for employers in the district. IVCCD's goal is to continue this effort and train more teachers in the command Spanish curriculum and make even more businesses aware of the program.

Workplace introduction workshops for the Hispanic population are offered through IVCE, covering information about general practices of the American workplace. The workshops cover information about general practices of the American workplace, such as timeliness, the significance of policy and procedure manuals, chain of command communications, and how to seek employment opportunities either as a new worker or as one seeking a promotion. There has been strong student interest and employers have been very positive about the program.

Hawkeye Community College (HCC)

- 374 adult immigrants attended one or more classes at the metro center in FY04 to learn to speak English to improve their employment situation and to enable them to progress to higher education.
- An English Language Civics Grant was awarded to the college by the State of Iowa Department of Education in the amount of \$17, 748 for FY04 and \$19, 457 for FY05.
- The HCC Adult Literacy program has partnered with the HCC Workforce Development Center, El Centro LatinoAmericano, and New Iowan Center to apply for a \$9291 grant.
- The college has received a Dollar General Grant to develop a Valued Employee Training program for ESL learners.
- Staff from the college's MLK, Jr. Center provided a series of five career exploration workshops at metro center for ESL learners and GED students to learn the skills needed to seek and apply for jobs.
- The ESL program at the metro center has expanded the interactive language laboratory to include evening classes.
- The adult literacy program at the metro center has met several times this year with Longfellow Elementary School staff to develop an initiative to serve parents needing literacy skills. In April of 2005, the HCC literacy program sent CD's home promoting literacy with the oldest child in each Longfellow school family as a part of this initiative. Wal-Mart and Pro-Literacy Worldwide provided the CD's. HCC is a member of the council of Pro-Literacy Worldwide.
- The ESL program includes instruction and practice on completing job applications. The college's Center for Business and Industry is a partner with Cedar Valley Promise and Bureau of Refugees to provide training to refugees to help them develop new job skills and increase their English skills. Specific programs are 1) nurse aide with ESL companion; 2) clerical quick start; 3) workplace English and job-seeking skills; and 4) tutoring. These programs target Black Hawk County refugees age 18 and older living in the U.S. less than five years
- The ESL program has been modified and expanded to include six courses. The modified program will be offered in fall 2005.

Eastern Iowa Community College District (EICCD)

MCC has formed strategic partnerships with community organizations in high minority population centers to expand enrollment in ESL classes. Partnerships include the Diversity Service Center of Iowa, Muscatine Center for Social Action, Columbus (Junction) Community Schools, and the West Liberty Methodist Church. The EICCD uses workplace Spanish to teach Occupational Spanish to a wide range of businesses and organizations. Customers include banks, schools, health care and manufacturing employers.

MCC has also formed a partnership to teach ESL summer classes with the Latino Institute for Education (LIFE). The classes cover the following topics: health care, schools, shopping, mailing, banking, and troubleshooting emergencies and work situations. MCC has formed a Latino Advisory Committee to assist it in developing a stronger relationship with its community's diverse population.

Kirkwood Community College (KCC)

Kirkwood's adult basic education programs provide instruction in basic skills and English literacy to over 2500 students at over 30 sites throughout the Kirkwood service area.

Kirkwood Continuing Education and Training Services continues to offer a wide variety of foreign language training as well as offer courses in ESL and Conversational Spanish and English to our seven county district. During FY05, Kirkwood Continuing Education and Training Services offered courses in Russian, French, German, Greek, Arabic, Italian, Japanese, Chinese, Spanish and Sign Language and trained almost 350 individuals. Kirkwood Training Services offered a course in ESL during FY05 and trained 10 individuals. The ACT Center on-line courses continue to provide individuals access to ESL courses.

Des Moines Area Community College (DMACC)

DMACC currently sponsors English Literacy (EL) services at 12 locations across the district offering approximately 50 different classes each semester. Through cooperative agreements with local agencies, DMACC is able to co-sponsor 10 additional classes each semester. As various community organizations and churches have identified EL needs in their membership, DMACC has responded by providing training to these organizations in becoming effective literacy conversation partners, and helping them facilitate the EL acquisition of their immigrant populations. Several more groups are able to provide their own English Literacy classes with the consultation support and use of an extensive EL resource library operated through the Adult Basic Education Program at DMACC. Each year, approximately 2000 people avail themselves of this critical resource through these combined efforts.

Instruction in DMACC's EL program is competency-based and includes speaking, listening, reading and writing at literacy, beginning, intermediate and advanced levels. Advanced levels of instruction prepare students for the transition into college level coursework. Placement in all classes is based on current language ability. The majority of students are at the beginning levels of EL instruction. Since economic stability is critical to new Iowans, the content of these classes is context driven using real world work and life experiences (English language is introduced through survival skills and work place English). The Comprehensive Adult Student Assessment System (CASAS) is used throughout the program to provide both students and prospective employers with evidence of competency attainment through a skill assessment and certification system. EL students are assessed in listening, reading, and writing each semester. CASAS certificates in Math, Reading, Listening, and Writing are currently available.

The DMACC Success Center, located at 800 Porter Avenue in Des Moines, is the largest site DMACC has for English Literacy services. The Success Center offers over 20 different ESL classes each semester in both the day and the evening. Classes unique to this location are the Job Skills for ESL course, the Citizenship course, as well as the Spanish and GED course that are taught in the evenings. The Success Center is now a full-time GED testing site, testing five days per week in English, Spanish, and French.

The Success Center hosts many speakers for English learners needs such as Iowa Legal Aid, State Highway Patrol officers, Immigration Issues and Rights and Homebuyer Workshops.

The Success Center will be the new home of the ABE program. This move will take place during the summer of 2005. This department was previously located in Ankeny.

Western Iowa Tech Community College (WITCC)

Noncredit English as a Second Language classes were delivered at the Iowa Workforce Development Center and are currently being delivered on-site for limited English speaking employees of a major Siouxland business. Additionally, the college's workplace Spanish course is delivered to non-Spanish speaking work groups at their worksites. The course requires little classroom time (some programs are less than 10 hours), and it is tailored to meet companies' needs.

Iowa Western Community College (IWCC)

Literacy Programs

- With its growing international student population, Iowa Western Community College has expanded language skill offerings to enhance student success and support the learning needs of students. An international student advisor plays a key role in facilitating the transition of non-native students into the culture of the college and community.
- A comprehensive ESL program offers multiple skill levels to meet the diverse needs of students learning to write and speak in the English language. Reading, writing, and an integrated listening/speaking sequence address communication skills from beginning through advanced levels.
- Command Spanish programs tailored to specific occupations are available to regional business and industry. As southwest Iowa and the metropolitan area become more diverse, the college has provided services to meet emerging needs.

- Adult literacy and survival skills (general life and basic) are provided at college centers and off-site locations. With the changing dynamics and skills needed in the workplace, the Adult Education division delivered training in a Just-In-Time format.

Southwestern Community College (SWCC)

The English Literacy population Southwestern Community College serves is primarily immigrants working in industry or hog confinement operations in Southwest Iowa. The college's English Literacy population is predominantly Hispanic; however, the college does serve a few Bosnian, Korean, Russian, and Chinese students.

Southwestern Community College offers a variety of educational opportunities for the English Literacy population. Regular on-going classes are offered at the Osceola and Red Oak sites. Osceola offers intermediate/advanced EL one day and one night a week and a beginning EL class one day a week. Osceola serves approximately 40-50 students. Red Oak offers a *Learn to Read and Write English* class at the Red Oak campus one night a week. This class helps those who want to work on English, reading, and writing skills. This class serves 20-25 students.

Creston now offers learning opportunities at the Adult Education Success Center. It is open three times a week at various times to accommodate students working shifts. The Success Center staff offers individualized, self-paced tutoring where individuals work on specific needs at their level.

The services Southwestern provide range from general life skills, basic skill needs, workplace skills to referral to GED classes and preparing for the Teachers of English to Speakers of Other Languages (TESOL) exam. The curriculum used by the three different sites is unique to the site in respect to each of the target audiences and their needs. The instructors' use Side by Side, Laubach Way to English, Oxford Picture Dictionary, and News for You, and Challenger as resource materials for teaching English Literacy classes. The Osceola Center also uses the Rosetta Stone series on computer.

Comprehensive Adult Student Assessment System (CASAS) pre and post testing is given to determine EL enrollee learning gains. The procedure includes a competency-based approach to assessment. The EL classes will use the Form 27 and 28 for those at a beginning literacy reading level. The college will also introduce a CASAS listening and writing assessment to the English Literacy population this coming year.

Southwestern will serve the English Literacy population by offering citizenship classes when there is an interest. EL/Civics curriculum is currently integrated into the English Literacy classes to provide studies for those who may be interested in citizenship.

Southwestern has evaluated the needs of the various sites to better serve the EL population in each community. In response, goals and objectives have been set for the EL classes. Included within the goals and objectives are to continue pre and post testing measures for learning gains; introduce computer technology to the classes, send EL instructors to Iowa Culture and Language Conference to gain information and direction for programming, conduct EL in-services to discuss goals and strategies for the upcoming fiscal year, and pilot managed enrollment for the Red Oak site as a majority of the students work at a greenhouse and have seasonal hours; and issue CASAS certificates for incentives.

Indian Hills Community College (IHCC)

- The IHCC Adult Basic Education (ABE) program offers noncredit classes in job seeking/job keeping skills and basic computer literacy. The classes are available in both English and Spanish in order to meet community and employer needs.
- The IHCC Language Learning Center offers classes in basic Spanish, English As a Second Language, multiculturalism, and diversity. Training is provided for individuals, business and industry, and regional community-based agencies.
- The ABE program provides instruction in job seeking/job keeping skills to the Hispanic population in Spanish. The college also offers computer classes in Spanish to employees of local businesses.

Southeastern Community College (SCC)

Southeastern Community College accomplished the following initiatives in credit and noncredit ESL courses:

Initiatives in Credit ESL:

- Designed and developed academic preparation ESL courses at four proficiency levels; beginning, low intermediate, high intermediate, and advanced.
- Implemented the contemporary ESL methodology in teaching academic ESL.
- Designed and implemented ESL Grammar courses with e-Companion usage.
- Continued to offer an ESL Cultural Orientation course for those foreign-born residents new to the area and international students.
- Served as a leader in establishing Iowa Community College Credit ESL Association for 11 Iowa community colleges offering ESL for academic purposes. SCC held the association's conventions three times during the year to establish their mission and goals, provide professional development opportunities for the members, and to develop curriculum correlation and unity assessment methods.

Initiatives in Noncredit ESL:

- Expanded the existing program to offer the Survival English classes at five-satellite location in the SCC area.
- Developed the "Workplace Readiness" ESL courses. In collaboration with the Center for Business and Industry Services (CBIS), SCC developed a partnership with local businesses and organizations employing non-native speakers of English. A model program was implemented at Raider's Precast during September-November 2004.
- Maintained the ESL Citizenship courses for the local immigrant population.
- Offered the ESL instruction at community social services agencies.
- Designed and implemented "Spanish GED" courses to assist the Hispanic population in entering the workforce.
- Established partnerships with faith-based organizations in offering ESL instruction.
- Continued training ESL instructors to use the CASAS testing system to ensure the accountability of the program.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative I: Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators and the need for professional development on learning, teaching, technology, and leadership.

Department of Education Response

- Professional Development for New Secondary and Community College Instructors - Low retention of new instructors is one factor that contributes to teacher shortages. The Iowa DE has partnered with Iowa State University to provide professional development opportunities specific to the needs of new agriculture instructors.
- Professional Development for Business and Information Technology Instructors - The Iowa DE has partnered with University of Northern Iowa and Iowa Business Education Association (IBEA) to provide professional development opportunities specific to new business and information technology instructors. Additional workshops for all business instructors were coordinated in the following areas: Entrepreneurship, PC Troubleshooting, Soft Skills, Web Page Design, and Digital Photography. Summer workshops were held at Des Moines Area Community College, North Iowa Area Community College, Northeast Iowa Community College, and University of Northern Iowa. In addition, the business program management committee (utilizing focus groups of new instructors) is continuing to develop additional training opportunities for those instructors. An in-service was provided to 25 new business instructors at the IBEA Conference.
- Family, Career, and Community Leaders of America (FCCLA) Adviser Training – The DE provided training to new and veteran FCCLA advisers statewide on topics such as: integrating FCCLA into the curriculum; using FCCLA projects as assessment tools to meet the requirements of No Child Left Behind; and starting and sustaining strong leadership-based chapters. Additional training was provided on FCCLA's competitive leadership components referred to as "Students Taking Action for Recognition (STAR) Events."
- Professional Development for Family and Consumer Sciences Instructors – The DE in partnership with Grand View College and Des Moines Area Community College (DMACC) provided professional development in the area of culinary arts to family and consumer sciences statewide. The professional development focused on beginning culinary arts skill development and curriculum development. Several food-related business and industries have offered tours of their facilities and information relating to employability standards.
- Teacher Quality Enhancement Partnership Grant - Staff members of the Division of Community Colleges and Workforce Preparation, along with other DE staff and representatives of Iowa community colleges, regent universities, and private colleges, submitted a successful proposal to the U.S. DE for a three-year, \$6.3 million partnership grant to support teacher quality enhancement initiatives in Iowa. Goals of the project include: 1) strengthening teaching in content areas; 2) improving teaching for diverse populations; 3) reforming and improving teacher preparation through performance evaluations of new teachers; and 4) meeting future challenges through collaboration of pre-K–12 and postsecondary educators, community groups, government agencies, and business and industry.

- Quality Faculty Plans - On November 5, 2004, the Division of Community Colleges and Workforce Preparation conducted a day-long workshop for community college faculty, human resources directors, and other administrators to discuss implementation of Quality Faculty Plans (QFP), the new college-based professional development program enacted by the Iowa General Assembly in 2002. Facilitated by a Johnson County (KS) Community College staff member, the workshop featured presentations by representatives of each of Iowa's 15 community colleges. The presentations focused on early successes and challenges in implementing the QFPs and showcased best practices. An additional presentation by the DE staff included information regarding the development of a website for community colleges to list their professional development activities. This will provide an opportunity for shared professional development among the colleges.
- Initiation of Regional Meetings to Identify Bioscience Teacher Professional Development Needs – The department is convening groups of bioscience/biotech educator representatives of secondary, community college, Regents institutions, and independent colleges, including the department, K-12, and CTE (Career and Technical Education)/community college staff, with employers to discuss the skills and knowledge needed of workers in the bioscience and biotech industries, and the preparedness of our teachers to deliver appropriate curriculum. The first meeting was held at the Iowa Bioscience Training Center at Indian Hills Community College, Eddyville, Iowa. Conclusions from this meeting will be shared with the Iowa Bioscience Alliance, and will provide direction to the Perkins funded leadership activities to enhance the academic core supportive of CTE. In FY06, regional meetings are planned at Sioux City, Davenport, Fort Dodge and Cedar Rapids.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative A: Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions.

Department of Education Response

- Project Lead the Way - The DE supports Project Lead The Way® (PLTW). PLTW is a not-for-profit organization that promotes pre-engineering education courses for middle and high school students. Over \$292,000 support has been awarded from the Kern Family Foundation to implement PLTW in Iowa. Kirkwood Community College, Northeast Iowa Community College, and Eastern Iowa Community College are partnering with secondary schools to implement PLTW. Ten secondary school districts are planning on implementing PLTW at 13 sites.
- Carl D. Perkins Act/Tech Prep – The Iowa DE administers the Carl D. Perkins Act including Tech Prep funding. Technical assistance is provided to community college staff and Tech Prep coordinators to develop plans to improve and support activities for their programs. Perkins/Tech prep funding has supported new and existing programs and has allowed the purchase of up-to-date equipment, professional development, and curriculum development. The DE serves as the administrator and fiscal entity responsible for the federal Carl D. Perkins Act and the Adult Education and Literacy Act. The DE monitors legislative efforts regarding community college reauthorizations of these funding sources and provides regular updates to the community colleges.
- Office of Vocational and Adult Education (OVAE) Perkins Monitoring Visit - During the week of May 23-27, 2005, members of the United States Department of Education's Office of Vocational and Adult Education (OVAE) conducted a Perkins monitoring visit at the Iowa Department of Education. The purpose of this monitoring visit was twofold: 1) to assess our state's compliance with the provisions of the current Carl D. Perkins Vocational and Technical Education Act of 1998; and 2) to identify possible ways for the state to improve its Perkins administration, implementation, and accountability systems, so as to avoid future audit findings.

Iowa was one of 11 states selected for a monitoring visit during this program year. States were selected for monitoring based on a combination of factors including size of their grant award, failure to meet their negotiated performance levels, whether the state had received a full monitoring visit since the current Perkins Act was enacted, and unresolved audit findings. They also considered whether the state had funds in jeopardy of lapsing and/or reverting and whether the state had conditions placed on their most recent grant award.

Team members and the areas of their focus were as follows:

1. Alan Fjellheim-Special Populations
2. Clara Larson-Holmes-Accountability (via remote)
3. Lin Lintner-Local Applications and State Administration
4. Andy Johnson-Fiscal Responsibility
5. Marjie Beaulieu-Tech Prep

In the near future, a formal letter will be issued indicating any areas of noncompliance (findings) and corrective actions, as well as suggested areas for improvement. The state will then have 20 days after receipt of the letter to contact their state monitoring liaison and develop a corrective action plan.

- **Perkins Pell Count Audits** - This past spring, Department of Education staff conducted on-site audits at all 15 community colleges for the purpose of auditing Pell count data submitted by the colleges. Annually all 15 colleges are required to submit the number of students who received a Pell Grant and who were enrolled in the immediate preceding year in an career and technical education programs offered by the college. This data is utilized by the department to allocate the state's appropriation for the improvement of postsecondary career and technical education programs received through the Carl D. Perkins Vocational and Technical Education Act of 1998.

The audit yielded only a few minor reporting issues, which were then quickly resolved by the college in question. Upon verification of the data by the colleges, the funds were allocated per the formula as prescribed by the Act.

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

Community colleges participated in the design and implementation of career academies and use of Iowa Values Fund to support career academies. The chief academic officers participated and supported this design and implementation.

Community College Responses

Northeast Iowa Community College (NICC)

- **Dairy Agreement with Northwest Iowa Community College (NCC)**—In response to the developing dairy industry in northwest Iowa, NICC and Northwest Iowa Community College (NCC) have formed an Intrastate Compact where Northwest students can take most of the NICC Dairy Science program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the ICN; and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- **Tech Prep AEA Partnership**—NICC and the Keystone AEA work together to deliver Tech Prep program activities throughout this area.
- **John Deere**—NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Program Expansion**—NICC has utilized accelerated career education (ACE) funding to expand the automotive, welding, and electrical programs to address increased demand.
- **CISCO**—NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- **Cresco Center Commitment from Howard-Winneshiek School District & Featherlite**—NICC is concluding its third year of operations at the NICC Cresco Center. The Howard-Winneshiek School District continues to be a valuable and active partner in the development and determination of curriculum. Local industry and business have regular input into the types of classes that are offered.
- **United States Department of Agriculture (USDA)**—NICC, in partnership with the Northeast Iowa Community-Based Dairy Foundation, has secured funding for a director. The director's charge is to raise and secure funding for the programs of the foundation. This will enhance the educational opportunities for people within the industry.

- **USDA-CSREE (Cooperative State Research Education & Extension Service)**—The National Education Center for Agriculture Safety (NECAS) at NICC's Peosta campus, in partnership with Ohio State University and Penn State University, have developed the Hazardous Occupations Safety Training in Agriculture (HOSTA) training program. It teaches 14 and 15 year olds how to safely operate tractors and machinery on farms. The 1968 Hazardous Occupations Order for Agriculture (HOOA) law states that any 14-15 year old that works on the home farm must be certified with this 24-hour program. NECAS hosted the national train the trainer for high school vocational-agriculture teachers in 2004 and houses the data management tracking systems for students throughout the nation.

North Iowa Area Community College (NIACC)

- **Consortium Resources:** Since the early 1990s, North Iowa Area Community College, the Area Education Agency (AEA), and all 24-area high schools have pooled their Perkins Grant and Tech Prep Grant resources into a consortium. The Career Readiness Council (CRC) establishes policy and provides direction and oversight for these grants.
- **Consortium Goals:** Under the direction of the CRC, the consortium has progressed on five key goals: 1) develop shared programs; 2) support local districts in their comprehensive school improvement goals; 3) develop a comprehensive career development system; 4) meet increased needs associated with diversity; and 5) foster business, industry, and professional connections for our students, teachers, and employers.
- **Tech Prep Growth:** Through the consortium, Tech Prep at North Iowa Area Community College has grown from one school partnership in 1993 to 18 school partnerships in 2005. The number of signed articulation agreements has increased from nine articulated courses at one school to more than 250 articulated courses at 24 high schools. From three career programs in 1993, Tech Prep has grown to many broad-based programs in business, information technology, health care, and industrial career fields. A key goal has been to develop high-skilled workers to meet the demands of Iowa's changing economy.
- **Shared Resources:** In addition, several of these Tech Prep programs have been duplicated at partnering high schools with the addition of seven Tech Prep academies to provide easier access for students. These academies illustrate how combining high school resources, NIACC resources, AEA resources, business/industry resources, and State of Iowa resources (via weighted state funding for shared programs) provides expanded opportunities for high school students. At these academies, students complete up to one full year of college during their senior year.
- **Academy Locations:**
 - Information Technology Academy - Mason City High School
 - Information Technology Academy - Garner-Hayfield High School
 - Business and Information Technology Academy - Charles City High School
 - Business and Information Technology Academy - Hampton-Dumont High School
 - Health Careers Academy - West Hancock High School and Hancock County Memorial Hospital
 - Automotive Service Technology Academy - Clear Lake High School
 - Tool and Die Academy- Murphy Manufacturing Technology Center located on the NIACC main campus in Mason City.
- **Articulation:** In each of these Tech Prep Academy programs, articulation agreements exist with four-year institutions to ensure a seamless transition for students who wish to earn a baccalaureate degree.
- **Career Exploration:** Pooled resources have also supported a wide variety of career exploration events for students and parents such as: Wired Differently; Career Academy Day, Automotive Technology Information Night, Taste of Tech Night, Industrial Technology Open House, and Career Day and College Fair.
- **Professional Development:** Consortium dollars support professional development activities such as career and technical teacher network meetings, internships, workshops, and conferences.

Iowa Lakes Community College (ILCC)

College-Wide Measures –

- Utilized Carl D. Perkins funds to support technology and equipment needs in targeted programs to align career vocational programs with business and industry competencies and improve academic attainment as students' transition from high school to community college to workforce or transfer to four-year university.
- Administered Tech Prep grant to provide needed equipment and technology to articulated career programs.

Finance Office –

- Continued to seek additional funding opportunities as appropriate.
- Monitored grant activities.

Institutional Advancement –

- Established four additional scholarships specifically targeted to students pursuing career and technical programs articulated with four-year institutions.
- Continued to process and distribute scholarship funds to support student educational achievement.

Planning and Development Office –

- Provided grant development, administration and evaluation support to faculty and staff.
- Continued to investigate and pursue grant-funding opportunities to expand curriculum and increase student proficiency in career/vocational programs.

Technology and Equipment Committee –

- Cross-functional committee evaluated equipment and technology requests and effectively coordinated acquisition and transfer of physical equipment.

Northwest Iowa Community College (NCC)

- **Carl D. Perkins Act**-Perkins funding supports existing and new programs by funding the purchase of equipment that assist the college in keeping programs up to industry standards. It also ensures that teachers stay current with the needs, expectations and methods of industry.
- **U.S. Energy Department Equipment**-The college initiated steps necessary to receive continuous notification of used equipment available through the U.S. Department of Energy at no cost. A process has been developed to immediately notify faculty of possible items via an email listing. Faculty then followed-up to determine usefulness of a particular item for their program. During this past year 22 pieces of equipment were obtained through this process for the cost of shipping.
- **Accelerated Career Education (ACE)**-ACE funds continue to provide much needed funding for both facility expansion and program operations in key areas of instructional program expansion. As a result of multiple-year funding, a new health addition opened at the college in the fall of 2004 to house multiple nursing classes. The program will also help in the implementation of the Radiological Technology program this coming year.
- **Cisco Systems, Inc. (CISCO)**-Tech Prep funding supported the needed retraining of college computer staff.
- **Health Care Facilities**- Local health care facilities have provided the needed support for expansions, which have occurred in both the LPN and ADN programs this past year. They have also committed resources for the future implementation of a Radiological Technology program.
- **Regional Economic Developers**-The regional economic developers have committed support for the continuation of the Entre Prep program, which is no longer funded by the Kaufman Foundation.
- **Program Sharing**-College credit offerings are continuing to expand, allowing for combined resources. Several of these programs have been duplicated at partnering high schools.
- **Nontraditional Student Grant**-The college received a \$7000 grant through the DE to increase the enrollment and retention of students in career areas that are nontraditional for their gender.
- **20 ¼ Bond Levy**-The college was successful in obtaining voter approval for the continuation of a 20¼ cent levy which is used to fund program equipment purchases. The levy passed by 82 percent.
- **Grants Office**- The grants office monitors opportunities for potential support of technical programs and submits grant applications as appropriate.

- **Career Exploration-** The college has hosted an 8th Grade Career Day, Junior Career Day, Gender Equity Day and high school visits to encourage and help students explore career opportunities. This is possible through pooled resources from Tech Prep and other grants.

Iowa Central Community College (ICCC)

Focus Area – Financial Resources

Iowa Central has received a direct appropriation from Fund for the Improvement of Postsecondary Education (FIPSE) of \$496,000 to help create a Dental Hygiene (AAS) degree program and the curriculum will be designed to prepare students for positions in general and specialty dental offices, hospitals, schools, public health and industrial agencies. Students will be trained in educational methods and preventive clinical services which qualify them as dental health educators and competent clinicians. Dental hygienists will be licensed (upon completing National Dental Examination and clinical exam of the Regional Dental Testing Service) to practice under the supervision of a licensed dentist.

As stated above, this program does have regional significance and will help bolster the role Iowa Central plays in training workers for regional health care providers. The Iowa Dental Association is a very strong supporter of the request due to the critical shortage of dental hygienists across the state of Iowa. The college will be seeking an additional \$500,000 in FY06.

Iowa Central has been a strong advocate of the Mid Iowa Growth Partnership, a regional economic development group that is promoting economic development and the quality workforce in the nine county region of the state of Iowa. It is our intent to leverage the 5500 students we have enrolled to help attract and retain manufacturing, value-added, biotech, alternative energy and health care related businesses. The college will promote top-notch career and technical programs and match them with area business and industry needs.

Iowa Central is ramping up the Advanced Manufacturing Training Center that is working with manufacturers in our service area to re-train the existing workforce on high technology manufacturing equipment.

Iowa Central is seeking a \$700,000 direct appropriation to create a "Valued Added Ag, Biotech and Alternative Energy Training Center" to serve the growing demand in our region of the state of Iowa. The Iowa Central Renewable Energy Technology (RNEW) degree will train individuals for entry into the Renewable Fuel and Biorefinery Industries. A graduate of the program will have the opportunity to become a highly sought after team member for an emerging industry in the 21st century. This emerging industry offers unprecedented employment and advancement opportunities for the skilled technician.

Iowa Valley Community College District (IVCCD)

IVCCD is actively seeking funding for technology-based programs that would increase articulation with secondary schools and four-year institutions. Last year's Accelerated Career Education (ACE) funding has resulted in the completion of the Construction Technology Building, which will serve as a regional training center for central Iowa in both credit and noncredit construction trades training. In addition, IVCCD has received funding from ACE, Tech-Prep, Perkins, and 260A-Technology Improvement funds, all of which are enhancing career and technology based programs. With this external funding, opportunities for developing and maintaining industry standard programs have increased, including the use of ACE funding for a Renewable Energy Biotechnology program track, which will help provide training for the local ethanol producer industry. Perkins and Tech-Prep grant-funded equipment has helped improve IVCCD academic outcomes in career and technical programs including: Computer Networking, Swine Management, Sustainable and Entrepreneurial Agriculture, Office Careers, Child Care, Computer Science, Construction Technology, Business-Retailing, and Nursing. These funds have enable IVCCD to further upgrade these career programs to the industry standard and allowed the K-12 students participating in the Career Academy programs to apply theory to practice. In addition, IVCCD continues to look for private business and industry funding to develop our career and technical programs.

Hawkeye Community College (HCC)

- Continued to utilize ACE program funding for Tech Prep offerings in Exploring Manufacturing Careers Consortium (EMC²) and the John Deere CNC Machining Technology programs.
- Received ACE program funding for the Exploring Healthcare Careers Consortium (EHC²) in amount of \$192,000 for renovation of classrooms in Grundy Hall.
- The Exploring Manufacturing Careers Consortium (EMC²) purchased additional portable computer numerical control (CNC) equipment that has been utilized this year in area high schools. Equipment purchased with a challenge grant award of \$69,290 from the John Deere Waterloo Works.
- Funding received from the Iowa Department of Education (DE) in the amount of \$76,787 was utilized for Tech Prep programming facilitated by the Area VII Regional Career Consortium.
- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$7,000 for recruitment and retention programs leading to nontraditional employment for their gender. The focus is increasing enrollment and retention of students in nontraditional careers. The grant project targets high school and middle school students and undecided HCC students to introduce them to career areas nontraditional for their gender. The project also provided SAGE training. During faculty in-service in January 2005, it provided a presentation on “Enrollment and Retention of Students in Nontraditional Careers.”
- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$5000 for increasing enrollment and retention of under-represented racial/ethnic minority students. This project offered a two-credit course entitled: “Introduction to College For Under-Represented Students of Color and Minority Groups.” Incorporated in this course were strategies were incorporated in this course such as StrengthQuest, career workshops, cultural enrichment/speaker activities, business/industry field trips, financial aid awareness, and other support services. A faculty workshop on diversity occurred in February as part of a Color Me Human event.
- Hawkeye Community College was awarded a U.S. Department of Commerce Public Telecommunications Facilities Program grant in the amount of \$332,000 to update instructional television fixed service (ITFS) education broadband system (EBS) tower from analog to digital technology. The new technology will enable delivery of mandated long-term care health care training and other health care training between HCC and 11 long term care partners (including one hospital) throughout merged Area VII (HCC service area).
- Continued to utilize Perkins funding to develop partnerships in Cisco computer training with local school districts; including faculty training, support for equipment sharing for the programs, and equipping the college’s new information technology related program areas.
- The Exploring Healthcare Careers Consortium (EHC²) received \$53,000 in start-up funding from the Metro Hospital Cooperative.

Eastern Iowa Community College District (EICCD)

One of the EICCD 2005-2010 strategic goals is developing alternative sources of revenue with the following stated team purpose: EICCD aggressively seeks to be the premier provider of educational services at an affordable cost by searching for alternative revenue sources. Strategic planning activities proved many good ideas, which were narrowed to five proposed projects. The final project will be decided upon in June.

Other funding activities in the past academic year included ACE funding that was secured for the Blong Technology Center, a facility designed to provide skills in the area of advanced manufacturing. EICCD has used ACE program funding for the following programs: Manufacturing Technologies, Nursing, Truck Driving, and Mechatronics.

At SCC, three new articulations with four-year colleges and universities were established for the Health, Safety, and Environmental Technology program. All articulation agreements were updated with the University of Northern Iowa for the Manufacturing, Transportation, and Information Technologies clusters.

Regular EICCD program evaluation reviews 25 percent of its career and technical educational programs each year. Plant fund dollars, local riverboat grant dollars, and program evaluation dollars are devoted to

purchase up-to-date equipment for these programs. In addition, donations and industry linkages between faculty, employers, and advisory committee members provide all programs the opportunities with some donated equipment and will keep them current with the state of employment and labor market needs.

Working closely with the Mississippi Bend AEA, EICCD has established and or expanded a number of high school Career Academies including: Health Academies at Muscatine High School and West Liberty High School, Business Academies at North Scott High School, Student Built Homes Academies at West Liberty, Wilton/Durant, Davenport, Transportation Academies with Bettendorf High School and an Allied Health Career Academy with Genesis Hospital in the quad cities.

Working with the University of Northern Iowa, EICCD established a program at the Kahl Education Center in downtown Davenport to deliver the third and fourth year of a special education degree via the ICN.

Clinton Community College (CCC) has used riverboat gaming funds to purchase software and equipment for career and technology based programs. The recent award of the ACE grant and Vision Iowa funds will allow CCC to create a new Mechatronics Technology program. This is the first program in the state of Iowa and will be able to meet industry needs for highly skilled workers.

Kirkwood Community College (KCC)

Kirkwood Community College has been an active participant in securing support for community college career and technical education programs through the establishment of the Workforce Training and Economic Development Fund in the Grow Iowa Values Fund established by the Iowa Legislature in 2003 and reestablished in 2005. \$444,000 was utilized in FY05 by Kirkwood to support the continued funding of two faculty members in Career Edge Academy programs, Engineering and Engineering Technology and Automotive Technology as well as a position in the Workplace Learning Connection. These new career academy programs help to prepare the future workforce with needed career skills. These funds were also used to support the continued funding of five new math and science faculty members.

The college has fully utilized its allocation of Accelerated Career Education (ACE) program funding (program and infrastructure) to support new and expanded programs in information technology, nursing, surgical technology, medical assisting, electroneurodiagnostic technology, automotive, diesel truck, advanced manufacturing, telecommunications, plumbing, and heating and cooling technology. These programs are all in support of high skill, high wage career fields and have resulted in the creation of 770 new student positions, almost all of which are full. Kirkwood's ACE job credit allocation increased to \$1,050,000 in FY05 and will remain at that level in FY06. The college has used its ACE infrastructure funding from the past two years to begin the renovation of Linn Hall to support the expansion of nursing and allied health programs.

In 2003, the college received a \$2,000,000 congressional appropriation from the Bureau of Justice Administration, U.S. Department of Justice, to help establish a new Community Training and Response Center and to develop and deliver emergency response training in Eastern Iowa. The new Community Training and Response Center opened in the fall of 2004 and response training is underway statewide. The new center also houses the Linn County Emergency Management Agency.

The college is in the final year of a \$728,000 Department of Labor H1-B grant to develop and implement a new Information Systems Management Career Edge Academy in partnership with over 25 area high schools.

The college has been awarded a \$500,000 National Science Foundation grant to develop a Science Academy and strengthen articulation between high school, community college, and four-year institutions.

Kirkwood has begun planning greatly expanded opportunities in biotechnology. Future growth areas will likely include: crop genetics, animal genetics, food safety, fermentation, bioprocessing, bioenergy and biopharmaceuticals.

Kirkwood has met with The University of Iowa Hygienics Laboratory to discuss the development of programs in laboratory and medical technology and in sharing of expertise and information.

Kirkwood has an active state and federal legislative relations program and resource development and grants office in support of the colleges need for expanded funding assistance.

Des Moines Area Community College (DMACC)

DMACC has acquired additional funds to support career and technology programs through the following:

- The college has applied for and used all available ACE funds (program and infra structure) to support new or expanding programs in Health, Civil Engineering Tech, Automotive, and Criminal Justice. Each of these programs is part of high growth/high wage industries.
- The ACE infrastructure allocation has gone to a renovation of the Culinary program which houses high school and full time students in the area of Culinary Science.
- Expanded areas of growth this year have been Culinary Sciences, Health, Telecommunications, Civil Engineering Technology (CET), Automotive Technology, and Agri-Business programming in the area of ACE programs.
- Career Advantage programs on campus, with the exception of Industrial Maintenance and Health, are also certified vocational programs at the state so high schools receive approximately seven percent of the teacher's salary and travel from the state department. This again allows the college to pool resources to grow programs and work together to get these opportunities to students. The college uses Tech Prep and Perkins funds to provide 2 + 2 programs with high schools that focus on high demand occupations.
- Grow Iowa Values Fund has also provided excellent resources for strengthening community college career and technical programs.

Two federal earmarks were received to help programs, which are articulated with secondary schools and four-year institutions. One earmark was for \$400,000 to establish and implement career technology programs for the new Story County Career Consortium at the Hunziker Center in Ames. The other earmark was for \$400,000 to establish a deaf services center. The college offers sign language classes, which transfer to Iowa State University in fulfillment of the foreign language requirement.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech received a Congressionally-directed grant for the purchase of a human patient simulator for the Nursing, Surgical Tech and First Responder programs to assist students with real-life simulations and to meet clinical requirements. WITCC also received a \$2500 grant from the Datatel Scholars Foundation for the implementation of an on-line nursing curriculum.

WITCC received grant funds for converting KWIT FM90's broadcast signal to a digital format replacing outdated and obsolete analog equipment. Grants were obtained from the Corporation for Public Broadcasting, Public Communications Facilities program (PTFP) - Department of Commerce, and the Missouri River Historical Development, Inc. Finally, funding from Missouri River Historical Development will be used to purchase of a Cub Cadet tractor that can be used by students enrolled in Environmental Biology for the regeneration of native prairie areas within the campus boundaries. These native prairie areas will serve as outdoor living laboratories for students and life-long learners.

Iowa Western Community College (IWCC)

Iowa Western Community College researches sources of alternative funding to support its multi-faceted mission. The development and implementation of equipment-intensive, technology-based programs is predicated on partnerships, grants, and similar programs to leverage or compliment tuition, levies and state aid revenue.

Title III Grant

Iowa Western Community College is completing year three of its Title III Strengthening Institutions by Becoming a Learning Centered College grant. This has assisted the college in funding faculty positions to offset some of the costs in implementing two new career and technology programs. Turf and Landscape Management was initiated this past year. Veterinary Technology is planned for fall 2005.

ACE-PIAP

Iowa Western Community College has submitted applications to utilize Accelerated Career Education program funds to enhance, renovate or initiate high-skill career programs. Examples of programs impacted include Building Trades, Turf and Landscape Management, Diesel Technology, Automotive Technology and Aviation Maintenance Technology. Science labs for nursing programs were also renovated through this fund.

Capital Campaign

Iowa Western has completed a feasibility study to ascertain potential community support for a major gifts campaign. Information and feedback has been used to frame this initiative and to identify and prioritize needs. A major focus will be an endowed scholarship campaign.

Carl Perkins Funds

Federal financial support for career and technical education through the Carl Perkins grant has funded staff development to assist faculty in training students in technology-based programs. Equipment purchases and software upgrades were also possible through this grant.

Bond Issue

A successful bond issue the prior year has provided the resources to begin renovation and expansion of Dodge Hall housing Agribusiness and Transportation Technology programs. The completion date is targeted for fall 2005.

Other Initiatives

Many programs receive small grants or equipment donations to compliment existing resources. Selected examples are:

- Ford Motor Company and General Motors donate cars, equipment and software to ensure that students are trained on the latest technology
- Engineering Technology programs pursue donations of supplies or equipment for instructional use.

Southwestern Community College (SWCC)

Accelerated Career Education-ACE

Funds available through the ACE legislation have assisted with the expansion or development of new program(s). ACE funding has allowed Southwestern to work with private business and industries and county hospitals in a new and innovative manner by providing an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Currently, Southwestern is completing the third year of a three-year plan designed to partner with Area 14 hospitals through ACE agreements. The partnerships with Greater Community Hospital of Creston, Montgomery County Memorial Hospital of Red Oak, and Ringgold County Hospital of Mount Ayr have allowed SWCC to initiate the addition of a new nursing instructional facility and expand the enrollment to help address the shortfall of Area 14 nurses.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has received \$380,000 worth of donated steel detailing software site licenses from Detail CAD and Design Data.

Major Gifts Campaign

Southwestern Community College conducted a feasibility study to determine potential support for a major gifts campaign. One of the major challenges cited from the results of the study was locating additional sources of funding to maintain the college's current level of excellence in academic and career education program offerings. Two of the fundraising campaign's initiatives identified as critical needs of the institution were endowments for student scholarships and instructional technology. Since the study was completed, the college has launched an aggressive campaign designed to address these identified needs.

Perkins

Funding available through the FY05 Carl D. Perkins Grant has enabled Southwestern Community College to provide training for faculty and make substantial new equipment purchases and technology upgrades for the Office Systems, Automotive Technology, and Business Systems Networking programs. Program improvements have allowed our students to work with industry-standard equipment and training modules.

Indian Hills Community College (IHCC)

- The college applied for grant funding to expand the nursing programs and develop other allied health programs (i.e. dental assisting, massage therapy). Funds have been requested to construct a health occupations building that will increase space essential to expand the current nursing programs and add a new allied health programs.
- Obtained funding through a "Children First" grant to support CDA (Child Development Associate) training at no cost for childcare providers who are residents of Lee and Van Buren counties. This 10 credit hour program provided college courses that articulate into the Early Childhood Associate program. Upon completion of the Early Childhood Associate program, students may articulate courses to Buena Vista University.
- Continued to pursue grants and additional funding streams to assist with equipment purchases and collaborative technical division initiatives involving secondary schools and four-year institutions.

Southeastern Community College (SCC)

The Grow Iowa Values Fund (GIVF) has made it possible to allocate space for a health career laboratory and equip the lab with state-of-the-art medical equipment. The laboratory will be located in the SCC 300 Building on the West Burlington campus. Students will develop competencies in emergency medicine, nursing and nursing assistant curriculum. Respiratory Care and Medical Assistant programs have also benefited from updated facilities resulting from the GIVF.

The Southeast Iowa Health Care Consortium (SEIHCC), of which SCC is a member, plans to submit a Department of Labor Community-Based Job Training grant proposal due July 6, 2005. Funding will develop the college's capacity to supply qualified nursing graduates on an off-cycle for regional employers, help reduce the cyclical nursing shortage, and improve patient care and safety by implementing an evening and weekend nursing program. Innovative elements include a new on-line curriculum component, a defined career ladder opportunity, expanded focus on assessment and education in soft skills, and assessment and an education component on leadership development.

Two programs are at different stages of implementation based on ACE funding. The Lean Manufacturing certificate program is implemented, offering programming leading to certificates ranging from Lean Practitioner to Lean Leadership. Construction Technology programming is under design guided by an advisory council of five area construction company executives. First steps include a DACUM process to define curriculum and design for instructional facility to house the training.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative B: Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.

Department of Education Response

- Entrepreneurship Record Keeping System - The Iowa DE is partnering with the Iowa Agricultural Development Authority to evaluate a computerized entrepreneurship recordkeeping system for secondary agriculture students. The goal is to increase the exposure of secondary students to entrepreneurship opportunities.
- Iowa Choices - Iowa Choices have incorporated information from the Consortium for Entrepreneurship Education into the Iowa Resources component of the system.
- Strategic Planning - The Business and Information Technology program management committee's strategic planning included entrepreneurship as one of the top four items on which to focus efforts. This committee focused on getting entrepreneurship tools into each business and information technology classroom the following year. Step one included identifying business teachers to attend a "train the trainer" workshop. Additional business teachers were provided with an entrepreneurship workshop at North Iowa Area Community College.
- Entrepreneurship Training for Teachers – The Department of Education, John Pappajohn Center of the University of Iowa, and Sue Updegraff, Keystone AEA Consultant, designed and coordinated a statewide train-the-trainer entrepreneurship summer institute. Fifteen (15) teachers from across discipline areas, which included social studies, industrial technology, family and consumer sciences, marketing business, health, alternative education, and correctional educational services, attended the institute. Secondary and postsecondary teachers were represented throughout the institute. These teachers designed curriculum integration models that will integrate entrepreneurship with career and technical programs, as well as academic courses. The teachers will also serve as spokespersons to administrators, faculty, and community leaders to show how entrepreneurship standards will enhance any curriculum.
- Partnership with Iowa Department of Economic Development – The Department of Education staff serves as a resource for the Small Business Advisory Council at the Iowa Department of Economic Development. As part of the first Strategic Planning Retreat, the following mission statement was designed: The mission of the Small Business Advisory Council is to foster entrepreneurship in Iowa through private initiatives, public policy, and education.
The goals are as follows:
 1. Identify the current delivery system for entrepreneurial development. Identify gaps and then develop a seamless system to empower entrepreneurs to be successful.
 2. Support and stimulate capital resources, human resources, and new infrastructure for entrepreneurial development.
 3. Promote and foster an entrepreneurial culture in Iowa through education and mentoring.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Community College Chief Student Services Administrators (ICCCSSA)

Many of the schools reported the development/expansion of business incubators/entrepreneurial coursework within their institutions for the upcoming year (2005-2006).

Community College Responses

Northeast Iowa Community College (NICC)

- **Students In Free Enterprise (SIFE)**—A faculty member who has been designated as a Sam Walton Fellow advises and coordinates a student entrepreneurial group.
- **Associate of Applied Science (AAS) Degree in Cosmetology**—The new cosmetology AAS degree prepares graduates to work in a full service salon and/or allows them to work towards salon ownership and professional management.
- **New Diploma and AAS in Massage Therapy**—The new diploma program will prepare students to use the principles and procedures of massage. The program will ladder into a new AAS Massage Therapy Specialist program. Employment opportunities include working at hospitals, spas, salons, health clubs, and sports medicine facilities as well as owning their own spa or salon.
- **Nail Technology Certificate**—This program represents a comprehensive study and implementation of the art of manicuring, pedicuring, artificial nails, and nail art. Employment opportunities include salons, spas, health clubs, and private business.
- **Enology/Viticulture**—NICC, as a member of the Viticulture and Enology Science and Technology Alliance (VESTA), is a subrecipient of a significant grant from the National Science Foundation (NSF) for a renewable three-year grant in the amount of \$756,343. Grape growing and winemaking is a developing industry in northeast Iowa and other areas. The grant was entrusted to Southwest Missouri State University (SMSU) to form the partnership with NICC, SMSU-West Plains, SMSU-Mountain Grove and Shawnee Community College to offer self-sustaining educational programs to prepare undergraduates to meet the projected needs for skilled wine industry workers.
- **Continuing Education**—Continuing education program managers specialize in the development of programs, from computer to specialized skills in response to business needs.
- **Town Clock Center for Professional Development**—NICC has opened a professional development center in Dubuque to better service the education and training needs for the area workforce.
- **American College Testing (ACT) Center**—NICC's ACT center, located in the Town Clock Center for Professional Development, delivers state-of-the-art computerized testing and training services to professional organizations, individuals, and businesses using computer-based technologies, the Internet and other cutting-edge technologies. Services include assessment, career guidance, and distance learning. Providing these services helps meet the needs of the business and professional communities throughout the district.
- **Business Accelerator**—NICC and many local community partners are one of seven recipients of a \$175,000 grant over three years to jump start the creation of a business accelerator. This accelerator will be housed at NICC's Town Clock Center for Professional Development in downtown Dubuque and is intended to help entrepreneurs become successful in growing businesses. A local area match of \$800,000 over five years will bring the total budget of the program to \$975,000. The services of the center will include business and financial planning, cash flow analysis, market research, strategic planning, accounting and recordkeeping, and identification of capital sources. It will also provide assistance with human resources, information technology and inventions and patents.

North Iowa Area Community College (NIACC)

Entrepreneurship Education Program Development

- **Associate in Science (Business) Entrepreneurship Degree:** The NIACC John Pappajohn Entrepreneurial Center (JPEC) has established an Associate in Science (Business) Entrepreneurship degree. The degree program provides students with an understanding of the many facets of entrepreneurship. Students learn the process of identifying a business opportunity and developing an organization to establish a new venture. The curriculum provides students with the proper tools to evaluate the feasibility of a new venture and to identify the available resources for assisting an entrepreneur during the startup phase of the business. Once a new venture has been launched, a new divergent set of challenges faces the entrepreneur. The students learn strategic planning, financial management, marketing, human resources management, and operation skills. Students also receive instruction on managerial functions associated with owning a small business. To meet the degree requirements, students complete a 60-credit-hour program. In 2004-2005, 23 students enrolled in the degree program, and a total of 98 students enrolled in an entrepreneurial credit course.
- **The John Pappajohn Entrepreneurial Certificate Program:** The John Pappajohn Entrepreneurial Certificate program is designed for the aspiring student entrepreneur and is ideal for any student who someday would like to own and operate a business. This certificate program is also designed for students from any academic discipline. Students are able to explore a new business idea, conduct market research, prepare marketing and financial plans, and learn basic skills on how to own, operate, and manage the business. To meet the certificate requirements, students complete an 18-credit hour certificate program. In 2004-2005, three students completed the certificate program during the inaugural year.
- **Pappajohn New Venture Business Plan Competition:** John Pappajohn and Equity Dynamics, Inc., sponsor a statewide business plan competition for students across Iowa. Winners receive a \$5000 cash award to start the business. Business plans are submitted to one of the five John Pappajohn Entrepreneurial Centers, and each center evaluates their three best business plans to compete on a statewide basis. Every collegiate student enrolled in an Iowa school is eligible to participate. The regional winners have an opportunity to share their plans with John Pappajohn. John and his staff select three winning business plans. In 2004-2005, seven business plans were submitted for the competition represented by eight NIACC students. Three business plans were submitted to compete in the state competition.
- **NIACC Pappajohn Entrepreneurial Scholarships:** John and Mary Pappajohn provide funding to allow students to pursue entrepreneurial education through a NIACC Foundation scholarship. Students enrolling in the Associate in Science (Business) Entrepreneurship Degree program may apply to receive \$2000 for the four-semester program. Students enrolling full time in the John Pappajohn Entrepreneurial Certificate program may receive a \$1000 scholarship and, if enrolled part time, may receive a \$500 scholarship. Students enrolling in one of the entrepreneurial courses as an elective may apply to receive a \$500 scholarship for each entrepreneurial class they successfully complete. In 2004-2005, 19 scholarships were awarded to students participating in the Associate in Science (Business) Entrepreneurship Degree program and the John Pappajohn Entrepreneurial Certificate program this academic year. Scholarships were also awarded to students taking an entrepreneurial course as an elective.
- **The Coleman Foundation - Entrepreneurship Awareness and Education Grant Initiative:** The NIACC JPEC received a \$25,000 grant from The Coleman Foundation to deliver a comprehensive entrepreneurial education program that will reach nearly 50 percent of the student population on an annual basis and over 90 percent of the students over a two-year period of time. The nucleus of the program will be a curriculum developed for each of the communication classes. Each curriculum is designed around entrepreneurial topics. The communication curriculum engages students in a variety of methods and will focus on job creation through the recognition of an opportunity or problem and the assessment of risk in the business venture.

NIACC educates faculty members on what entrepreneurship is and how they can relate entrepreneurial examples in their classrooms to enhance their teaching models. NIACC focuses the training on faculty members from all academic disciplines.

The NIACC JPEC developed a Collegiate Entrepreneurial Organization (CEO) chapter, where like-minded students from all areas of the college can network and further develop their entrepreneurial mindset.

Also, a two-semester hour evening class will be added to better serve NIACC's nontraditional students. This entrepreneurial introductory course will focus on opportunity recognition. The goal of the program is to provide all NIACC students the opportunity to learn the concept of self-employment and opportunity recognition in the presence of risk without their having to enroll in a specific business or entrepreneurship class.

- **Faculty Training**
 - Completed two faculty development sessions during the spring 2005 semester. The first session hosted a futurist, Bob Treadway, to broaden the topic of entrepreneurship. Faculty members were introduced to best practices from the University of Iowa, Iowa State University, and NIACC faculty and students. The second session featured Robert Chernow who spoke on the topic of entrepreneurship across the curriculum. Chernow also gave the luncheon keynote address at the Collegiate Entrepreneurs Iowa Conference that was held at the NIACC campus on February 25, 2005.
 - Contracted with the James J. Hill Reference Library to develop a research-based website for entrepreneurship research. NIACC staff will launch this program campus-wide in the fall semester of 2005.
 - NIACC faculty members adopted Learning Communities as a method of engaging students for experiential teaching methods and student retention initiatives. One learning community is developing curriculum to integrate entrepreneurship into the curriculum. This learning community is a partnership between the Engineering and Communications departments.
 - Continued work with Robert Chernow in the development and implementation of cross curriculum entrepreneurial education.
- **Collegiate Entrepreneur Organization (CEO) Chapter**
 - NIACC CEO Chapter has been established. NIACC students attended the annual CEO conference in Chicago in November. The CEO Chapter recruited 18 students.
 - NIACC hosted the Collegiate Entrepreneurs Iowa Conference and attracted over 500 college students and faculty from across the state.
- **Youth Entrepreneurial Education:** Programs are being developed and delivered for students of all ages. These programs focus on choosing entrepreneurship as a career option of becoming a job creator.
 - 2004-2005: Received a \$20,000 grant from the John K. and Luise V. Hanson Foundation to support the Youth Entrepreneurial Academy. The academy hosts 20 students who are selected from a competitive application process. Two businesses were started as a result of last year's academy.
 - The NIACC JPEC participated in a summer program, Mind Mania, for kids in grades 4-8. The JPEC developed and delivered a program, AEntrepreneur for a Day.@ This program will also be utilized to work with schools in the region to deliver entrepreneurial education for grades 3-5. The first training will occur in Forest City in the fall of 2005.

Business Support and Program Development

- **Noncredit Courses:** NIACC developed and delivered a wide range of workshops, seminars, and presentations to teach basic entrepreneurial skills and to encourage entrepreneurial activity. Noncredit programs were aimed at adult audiences as well as at youth as young as third grade. Programs offered include: FastTrac7 NewVenture and FastTrac7 Planning, Smart Start, IRS workshops, and Starting and Managing a New Business. In 2004-2005, the NIACC JPEC delivered over 65 entrepreneurial and small business programs throughout the year and reached over 1,500 Iowans.

- **The Wellmark Venture Capital Fund:** Administered by the NIACC JPEC, this fund allows the JPEC to assist entrepreneurs in starting their new business ventures. Business ventures that will impact their respective communities with well paying jobs are sought. These ventures may also be of the nature that adds value to the communities from a quality-of-life perspective. The Wellmark Venture Capital Fund extends an opportunity for capital to entrepreneurs with outstanding ideas and the entrepreneurial drive to start and grow a business. In 2004-2005, this first NIACC-sponsored investment was a \$25,000 investment in a local company. Efforts are underway to streamline the process, simplify and modify the legal agreement, and promote the fund in an effort to expand its reach and activity.
- **North Iowa Venture Capital Fund, LLC:** The overall purpose of this fund is to stimulate venture capital investments and to improve the quality and quantity of private investor activity in the North Iowa area. The North Iowa Venture Capital Fund (NIVCF) was capitalized at \$1.67 million with 61 investors. These investors include individual accredited investors and accredited business investors. The NIVCF will look for equity opportunities primarily within the 11-county area of North Central Iowa. The JPEC has provided all legal and startup fees with assistance from the Iowa Department of Economic Development. The NIVCF was incorporated on August 1, 2003. In 2004-2005, over 30 applications have been reviewed, and five companies totaling \$465,000 in equity financing have been funded. One company was lured to North Iowa (from Eagan, Minnesota) as a direct result of this community-based fund. The company will bring an expected 63 jobs over a three-year period. It is believed that this is the first instance in Iowa history of a community-based, for-profit Venture Capital Fund attracting an existing start up company to Iowa. Additionally, the fund is currently looking to place funding with an existing North Iowa technology company in need of additional funding to grow.
- **Iowa Entrepreneurial Consortium:** NIACC continued to lead a collaborative effort with Iowa's community colleges and the University of Iowa to offer entrepreneurship education across the state through an effort known as the Iowa Entrepreneurial Consortium (IEC). The IEC offers FastTrac7 training in each Iowa community college district. FastTrac is a program that teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business. FastTrac7 Entrepreneurship Training programs help to increase the number of entrepreneurs who create sustainable enterprises in Iowa. In the past seven years, Iowans from all four corners of the state received entrepreneurial training. Surveys indicate nearly 45 percent of those people will start some type of business in Iowa within one year. In 2004-2005, the IEC received financial support from the Ewing Marion Kauffman Foundation as a national partner of FastTrac7. This funding has allowed the IEC partners to maintain the affordability of the FastTrac7 training. IEC has trained nearly 350 Iowans on feasibility and business planning.

Stimulate the Entrepreneurial Environment

2004-2005: Outcomes

- **New Business Starts:** The net impact this year was the creation of 30 new businesses with a total of 66 employees. These business starts were the result of the Small Business Development Center, the North Iowa Venture Capital Fund, FastTrac7, and youth education.
- **Business Incubation:** A feasibility study was completed demonstrating not only the need, but also the possibility of success and an identified model. A \$100,000 planning grant was awarded to move the initiative forward. As a result of the planning grant, a regional labor shed and cluster analysis are being completed, and work with Iowa Workforce Development was completed to identify companies needing support as well as completion of the feasibility and marketing study for regional incubation. A grant request has been submitted for the launching of this new initiative during the next year.

- **Business Accelerator:** The NIACC JPEC submitted a proposal to the Iowa Department of Economic Development (IDED) to become a business accelerator. A business accelerator identifies businesses that have impediments to growth, and it assists in providing the solutions to accelerate their growth as an economic development initiative. The request for proposal (RFP) was successful, and IDED awarded the JPEC the business accelerator status and \$175,000 in state funding. Over ten companies have received direct assistance and consultation as a result of this new initiative. A new director of Regional Business Development Services was hired to lead the new accelerator and also the planned incubator.
- JPEC staff has been very active across the state working with other communities on projects to start community-based seed funds, assist with entrepreneurial development, and provide best practices. Additionally, staff members have worked on the Hot Team of the Iowa Business Council to develop and launch the statewide entrepreneurial website, www.iowaentrepreneur.com and a staff member was recently named to the Hot Team's Executive Board representing all five Iowa JPECs.

Iowa Lakes Community College (ILCC)

Continuing Education –

Provided seminars in all five counties targeted at entrepreneurs and potential new business owners.

Small Business Development Center –

- Increased the number of clients served.
- Provided additional opportunities for residents interested in establishing and growing their own business through workshops.
- Expanded the availability of services to entrepreneurs.
- Expanded the availability of technological services.
- Continued to provide an equitable distribution of services.

Northwest Iowa Community College (NCC)

- **Entre Prep Program-**Despite a the total elimination of the funding previously received from the Kaufman Foundation, sufficient resources were obtained to continue this program which develops awareness, interest, and basic skill by high school youth in starting a business.
- **Economic Development-**The college works closely with regional economic developers as they encourage the development and expansion of regional businesses.
- **Economic Boards and Directors-**NCC works with the economic development boards and directors in the cities and counties to expand available training for new and existing entrepreneurs and small business owners. Diverse program offerings are made by the Business and Industry Center and the Continuing Education department to serve identified needs. Assistance and consulting services are also provided to startup and small expanding operations.
- **Entrepreneur Workshop-**NCC continues to co-host an annual Entrepreneur Workshop and provides facilitation for the quarterly NW Iowa Venture Mixer for Entrepreneurs.

Iowa Central Community College (ICCC)

Focus Area – Partnerships

The Small Business Development Center (SBDC) assists clients with market research and market feasibility. It also utilizes the resources available through Iowa Central to expand their resource base. Local economic development directors and agencies are called upon to produce continual feedback as to what the needs of their respective communities are. The SBDC is continuously updating and expanding its resource library to meet the changing needs of the Iowa Central SBDC clients, specifically in the area of government procurement and contracting.

Collaboration of organizations through the communities has expanded the amount of options and opportunities that the center is able to offer clients. Iowa Central has grant money available for training through the 260 E and F programs. The SBDC director works with bankers, chambers, economic development groups and other area organizations to assist entrepreneurs and existing small businesses with start-up or expansion opportunities. The director is also a member of several committees and is an avid participant at community functions within the seven-county area. The following committees are:

- Webster County Economic Development Sales Team Meetings (Entrepreneurial Committee Chair)
- Chamber
 - Community Image Committee (Liaison representing the Young Professionals Group)
 - Employers Network Group
 - RAGBRAI (Public Safety Chairperson)
 - Chamber/SBDC Annual Small Business Recognition Banquet
 - Open Houses
- Small Business Resource Group Meetings (this committee consists of representatives from the SBDC, SCORE, 20/20, ISU Extension, Economic Development, and the Continued Education Department at Iowa Central)
- Family Self Sufficiency Board (this board helps coordinate efforts to assist individuals and families with goals and self-sufficiency)

Iowa Valley Community College District (IVCCD)

IVCCD received state approval in 2004 for a degree program in Sustainable and Entrepreneurial Agriculture (SEA) and, with 13 students in the first year of the program, has successfully implemented the first courses this year. The program offers a transfer degree, an AAS career degree, and will coordinate with a 12-credit entrepreneurial certificate program that will prepare students to grow or expand their own business using their acquired skills in niche marketing, computer-based accounting, and human resources. The SEA program continues to expand its entrepreneurial offerings through partnerships with community resources, which have aided the delivery of this program. IVCCD received \$10,000 from the Community Vitality Center to assist in planning additional services that will grow small businesses related to the SEA program. IVCCD also utilized a \$5000 Increasing Enrollment and Retention of Under-represented Racial/Ethnic Minority Students grant to make the SEA program more culturally responsive to the large local immigrant population. Support from the Martha Ellen Tye Foundation (\$10,000) and Belin Family Foundation (\$10,000) have also enabled the program to establish the Sustainable and Entrepreneurial Agriculture curricular and secure the necessary equipment to begin the hands-on aspects of the program.

IVCCD has partnered with several regional businesses in an entrepreneurial conference for business owners or those considering starting their own business, featuring a variety of speakers, activities and session. IVCCD has partnered with the Marshalltown Central Business District – A Main Street Community – to offer small business workshops, all the way from start-up information to managing an existing business.

Hawkeye Community College (HCC)

The college's technical programs began an initiative to include an entrepreneurial course as either a required or elective part of the curriculum. The Collision and Repair, Auto Mechanics, Diesel Engine, and Ag Power programs began offering this elective fall 2003.

Eastern Iowa Community College District (EICCD)

One of the new 2005-2010 EICCD Strategic Plan' Chancellor's initiative team is focusing on innovation and entrepreneurship programs. EICCD's community leaders Blue Ribbon Committee qualitative results show their recommendation that entrepreneurship credit and noncredit programs be an EICCD opportunity to focus on in the new year.

Additionally, EICCD provides services as one of the Iowa's Small Business Development Centers (SBDC), a network of 13 centers across the state of Iowa. The centers are located at and supported by Iowa's regent universities and community colleges, through sub-contracts with Iowa State University. The centers are funded by the Small Business Administration, state funds, community college funds, and program monies generated by classes, seminars and specialty training. Center directors and private consultants provide free consulting services. In FY04, the Eastern Iowa SBDC counseled 556 new clients (284 percent of goal), and offered 53 classes (530 percent of goal) for 323 attendees (252 percent of goal).

The SBDC counseling and training sessions provide information and support to Iowa's entrepreneurs across a wide range of business topics, including business planning, market research, business law, accounting and taxation, personnel, financing and product development and commercialization.

EICCD also provides a valuable link to area businesses through a National Science Foundation (NSF) grant entitled "Building the Last Mile." The intent of this grant is to develop stronger linkages between universities throughout the Midwest. It also allows existing businesses to incorporate the technology into their current product mix.

Kirkwood Community College (KCC)

The college offers noncredit course work and one-on-one business development counseling through the KCC Small Business Development Center. The center offers the very popular Fast Trac New Venture class. In addition, the center enrolls hundreds of students in the "How to Really Start your Own Business Seminar," that is co-sponsored with the Cedar Rapids Service Corps of Retired Executives (SCORE) chapter. Short-term classes are offered in business management topics and the Iowa Department of Revenue co-sponsors an extensive list of tax-related short courses with the center. Last year, 370 individuals attended training sessions and logged more than 2600 hours of training.

Individualized business development counseling is offered at no fee through the cooperation of the U.S. Small Business Administration and funding of the Iowa legislature. In the last year, over 230 clients were counseled at this center resulting in nearly 890 hours of one-on-one developmental consulting.

The college has participated with a number of community-based business development groups over the years. The college belongs to the Cedar Rapids-based Entrepreneurial Development Center (EDC) that is sponsored by the area Chamber of Commerce. The EDC was formed this year to facilitate the growth of new companies that have proven products and are scalable. The EDC specializes in matching those companies with angel investors and in providing highly experienced mentors to the companies.

Kirkwood initiated the idea for the Teacher Quality Enhancement Grant in partnership with Mount Mercy College, consulting with other two- and four-year institutions, and the Department of Education, which was approved for funding by the U. S. Department of Education in April 2005. The grant will operate for the next three years to enhance the preparation of high quality K-12 teachers in identified critical need areas, improve articulation between two- and four-year institutions, strengthen partnerships in mentoring and induction activities for new teachers in K-12 systems, and establish an assessment data system. The inclusion of community colleges in Iowa in the preparation of high quality teachers as having a recognized role is a new partnership direction for community colleges and four-year teacher education programs.

Des Moines Area Community College (DMACC)

DMACC has partnered with the Iowa Department of Education and University of Iowa John Pappajohn Entrepreneurial Center to create and implement "Entrepreneurship Standards" in Iowa K-12 schools.

The purpose of this initiative is to train instructors to teach entrepreneurship theory and practice at all levels of curriculum in the schools (i.e. Math, Science, Marketing, Biology, etc.). The teachers will receive credit and a training stipend.

*DMACC has created an "Entrepreneurship Day." This is an annual conference to promote entrepreneurship activities for students and faculty. The goal is to get instructors in various college programs to promote entrepreneurship. For example, if a student is majoring in art, but would like to open an art gallery, the instructor would refer them to the entrepreneurship program.

The inaugural conference, held on April 21, 2005, was a success. A national keynote speaker on entrepreneurship spoke to over 150 people including local media. Plus, there were three local entrepreneurs as speakers and panelists.

*DMACC and ISU have partnered to create an Entrepreneurial FastTrac training program at the Pappajohn Center (Des Moines Higher Education Center) for start-up entrepreneurs and the business owner who seeks expertise in marketing, management, and strategic planning.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech's Business Department marketed a package of three classes for Summer 2005, which is called an "Entrepreneurship Boot Camp." WITCC graduates were targeted, with the hope that the package would give those with technical degrees the business skills that would encourage them to open their own businesses.

The college realigned the entrepreneurship diploma so that it can be paired with a one-year diploma in the trades and industry area to give students an AAS in Technical Business Management. Pairing a technical skills diploma with a business skills diploma will give students an AAS and the background they need to start Siouxland businesses and improve the economic vitality.

Western Iowa Tech Community College continued to offer the FastTrac Entrepreneurship program with record level enrollments. The college offered a session in Denison in cooperation with local economic development efforts.

Iowa Western Community College (IWCC)

Entrepreneurship Programs and Services

- Entrepreneurs play a key role in the economic foundation and revitalization of the region. Businesses that add value to raw agricultural products or provide materials and services to other industries are essential to the continued growth and investment in Region 13. Iowa Western provides training and resources to encourage entrepreneurial ventures.
- The Small Business Development Center has expanded its services throughout the region. During the past year, this entity has served a growing number of citizens. Technological services, workshops, and financial expertise are provided to potential clients.
- The Division of Instruction has offered credit courses within its business program of study via distance education. Principles of Selling, Principles of Advertising, Introduction to Entrepreneurship, and eBusiness are delivered asynchronously allowing students the opportunity to learn anytime, anywhere.
- The Continuing Education Division provided workshops and seminars throughout the service area targeting individuals pursuing entrepreneurial businesses.
- College representatives are members of community business and industry groups such as local Chambers of Commerce and business and industry alliances. They serve as a two-way resource for information sharing, networking and developing programs and services.

Southwestern Community College (SWCC)

Entrepreneurship

Southwestern Community College has offered entrepreneurial training programs including Smart Start (a three-hour class on starting your own business); Sole Proprietorship Taxes; Iowa Sales, Use and Local Option Taxes; Basic Web Design for Businesses; Employment Taxes; and Small Business Tax Workshop.

Indian Hills Community College (IHCC)

In the fall of 2005, IHCC launched an area-wide initiative in entrepreneurship. Courses and workshops in entrepreneurship are being designed and offered in a variety of formats including credit, noncredit, business/industry, Tech Prep. The following examples are all part of this initiative:

- Developed and taught 5 new entrepreneurship courses in the Arts and Sciences transfer division. Courses were taught via ICN to expand accessibility.
- The number of students with disabilities enrolling in community colleges is a steadily increasing population. IHCC currently offers a seminar for students with disabilities that focus on appropriate self-advocacy and self-determination. A seminar focusing on entrepreneurship for individuals with disabilities will be available in fall of 2005.
- Discussed the feasibility and plan to incorporate entrepreneurship concepts/course into the curriculum for Medical Transcription and Child Development Associate students. Medical Transcription has moved from the hospital/health care setting into the home. The majority of medical transcriptionists now contract with facilities to provide transcription services. In addition to transcription skills, these individuals need information about establishing and maintaining a business. Likewise, Child Development Associate certification offers skills essential to the provision of childcare, but does not prepare individuals to establish an in-home childcare business in their home.
- Indian Hills Community College in collaboration with The University of Iowa John Pappajohn Entrepreneurial Center (JPEC) will provide entrepreneurial training to secondary and postsecondary faculty (summer, 2005).
- Entrepreneurial curriculum will continue to be offered in each of the technical programs in the Advanced Technology division.

Southeastern Community College (SCC)

The Workforce Center offers workshops for dislocated workers and other job seekers that explore entrepreneurship possibilities.

A new entrepreneurial center for Mt. Pleasant, Iowa is included in the design for a renovated SCC center there. In partnership with Iowa Wesleyan College and the Mt. Pleasant Development Commission, the center will provide resources and programming to support entrepreneurial activity in Henry County. The existing entrepreneurial center in Burlington continues operation and is seeking to enhance activity in its expanded quarters in cooperation with the local Small Business Development Center (SBDC), SCC, and Downtown Partners, Inc.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative C: Strengthen linkages between Iowa Workforce Development, Iowa Department of Economic Development, Iowa Department of Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.

Department of Education Response

- Iowa Choices Training - ICSAC/DE continued to work with Iowa Workforce Development (IWD) state and local staff to provide training opportunities for development of local expertise in career development resources (Iowa Choices training) to promote use of information data available from the Labor Market Information Unit of IWD.
- The National Crosswalk Service Center - The National Crosswalk Service Center continues to provide tools which are used to establish and maintain the information infrastructure needed to provide the common language and coding foundation architecture between economic, educational, and labor exchange systems. The National Crosswalk Service Center produces standardized files and prototypes especially for a national labor market requirement called the America's Labor Market Information System (ALMIS) database. The database standardizes data from a variety of sources.
- Cutting Beyond the Edge - The business and information technology program management committee continued their efforts in strategic planning entitled "Cutting Beyond the Edge." The purpose of these planning sessions was to bring business education leaders together to create mapping for the positioning and growth of the profession in answer to the emerging economy. Areas identified were: Image, Global Perspective, Entrepreneurship, and Assessment. Subcommittees were identified for each of the above areas. Plans were developed for each of these areas. The Entrepreneurship subcommittee sponsored a workshop for business teachers. The Image committee began development of an award system for business instructors. The assessment committee began work on model assessments for Business, Management, and Administration.
- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data are reported to the Iowa DE by four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education (ACE) (260G), and Apprenticeship Programs. Data are compiled into state level reports and are available in the Condition of Iowa Community Colleges 2004 and can be found at the website <http://www.state.ia.us/educate/ccwp/cc/reports.html>.
- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa DE.

- Governor's Small Business Council – Iowa DE staff attends the Governor's Small Business Council meeting which has opened discussions about projects between the Iowa Department of Economic Development and the Iowa DE. Community college staff is also represented on the council. The Governor's Small Business Council participates in the entrepreneurial program management committee that serves secondary and postsecondary education to develop entrepreneurial curriculum. During the Small Business Advisory Council March retreat, the following mission statement was developed: "The mission of the Small Business Advisory Council is to foster entrepreneurship in Iowa through private initiatives, public policy, and education." The identified goals are: 1) identify the current delivery system for entrepreneurial development; 2) identify gaps and then develop a seamless system to empower entrepreneurs to be successful; 3) support and stimulate capital resources, human resources, and new infrastructure for entrepreneurial development; and 4) promote and foster an entrepreneurial culture in Iowa through education and mentoring.
- Family Literacy Project - In July 2004 the U.S. Department of Labor awarded Iowa a \$750,000 Workforce Investment Act (WIA) Section 503 Incentive Grant to fund innovative job-readiness programs. Eligibility to apply for the grant was based on Iowa's successful performance in federally funded workforce development and CTE programs in 2003. The grant, which is administered jointly by the Iowa DE and Iowa Workforce Development (IWD), is supporting a two-year project focusing on literacy as the essential foundation of success in employment, career growth, and economic self-sufficiency.

The focus of DE involvement in the project is the development of a model program to foster awareness among students and their families about the importance of academic achievement as a prerequisite to successful employment in Iowa's 21st-century economy. The Incentive Grant provides \$507,094 to support the following activities in the two-year period of the grant: 1) develop and coordinate a statewide Family Literacy and Career Information Model for Iowa community colleges, 2) issue a Request for Proposal (RFP) to the state's 15 community colleges for funding to implement components of the model (approximately \$300,000 will be available for this purpose), 3) create and deliver staff development activities related to the Iowa model with help from the National Literacy Center, and 4) design and implement assessment techniques to measure the impact of the Iowa model during the funding period.

Iowa's community colleges will play a major role in implementing the Family Literacy and Career Information Model, which will involve families, schools, and communities working together to encourage students to strive for higher levels of academic achievement. Drawing upon their extensive experience with Adult Basic Education programs, the colleges are ideally situated to lead this long-term systemic change effort.

Linkages

- Interagency Collaboration – The Iowa College Student Aid Commission (ICSAC), the College Planning Center (CPC) and DE are partnering for the Iowa Career Information Delivery System (CIDS) to strengthen the linkage between career planning and college and training opportunities. The ICSAC, housing the CIDS/Iowa Choices, strengthens the relationship between financial aid and career preparation, provides counselors with a more comprehensive career and financial resources, and parents with more individual planning resources. With the awareness of developmental career exploration planning to the middle school age students, the partners are targeting the CIDS and career resources to a younger student population.
- First Iowa Counselor Academy – The DE collaborated with several area education agencies and the Iowa School Counselor Association (ISCA) to establish an intensive academy workshop for school counselors in June 2005. The Academy provided learning how to use data to show student gains in student achievement and performance. These student gains are fundamental to increase the postsecondary opportunities for learning at the community colleges and to develop skills for the workplace.

- Community College Conversations about Career Planning Resources - The ICSAC and DE collaborated to visit community college Student Support Services personnel to visit and learn about the career development processes for their community college students. Discussion about the students and support services available provided information to impact the Career Information Delivery System (Iowa CIDS) and how to link students with future workforce preparation.
- CIDS/Iowa Choices Training – ICSAC and the DE continued to work with Iowa Workforce Development (IWD) state and local staff to provide training opportunities for development of local expertise in career development resources (Iowa Choices training) to promote use of information data available from the Labor Market Information Unit of IWD.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative D: Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

The Chief Academic Officers were involved in discussion regarding services for high school dropouts, GED, high school completion courses and programs, and alternative programs.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

At the September 2004 meeting, the ICCSSA group hosted guest speaker, Carol Greta, Legal Consultant at the Iowa DE, who addressed the group regarding the community college's rights/responsibilities related to

- 1) sex offender notification/work with local law enforcement, and
- 2) needs/requests of mentally/physically disabled students.

Some schools reported having annual informational meetings with area service agencies/DHS/Workforce Development in order to maintain a cooperative working relationship and to share updates on programs and services.

Community College Responses

Northeast Iowa Community College (NICC)

- **The Adult Re-Entry Program**—This program provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing, and other needs. Adult Re-Entry is a member of the Iowa New Choices Network for displaced homemakers, single parents and female criminal offenders. Technical experiences are offered to students and job seekers in the nontraditional career area, providing information and support that can lead to higher paying jobs.

Adult Re-Entry outreach staff maintains weekly office hours at two area Iowa Workforce Development centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and provides workshops to dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an advisory board comprised of staff from the area Department of Human Services, community action agencies, Department of Corrections, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The advisory board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to the college.

- **Coordinated Service Providers (CSP)**—NICC is a major partner with the East Central Intergovernmental Agency (ECIA), Workforce Investment Act, Iowa Workforce Development, Iowa Department of Human Resources, Vocational Rehabilitation, Northeast Iowa Community Action, Proteus, and Upper Explorerland Workforce Investment Act. These providers constitute the CSP within NICC's district and coordinate meeting the needs of those with disabilities, welfare participants, single parents, older workers, and high school dropouts. The CSP work close together to assure that needs are met and resources are not duplicated.
- **Students with Disabilities**—Disability coordinators at Calmar and Peosta campuses annually serve over 500 students with disabilities. The staff works closely with high schools, Vocational Rehabilitation, and Promise Jobs to assist students in transition to NICC.
- **Adult Literacy**—This program works with various agencies to assist individuals as they prepare to improve their position in the workforce and community. Under Title II, WIA, the goals of Adult Literacy are to provide a means to assist individuals to improve their basic literacy skills, provide GED preparation, assist in gaining English language skills, and work to assist families through the Family Literacy program.
- **Workshop for Adult Students**—The Adult Re-Entry staff is beginning a semester-length workshop for adult students who are completing their first semester of college. This program is targeted to students who are Promise Jobs recipients, Vocational Rehabilitation clients, or other disadvantaged students. Area Promise Jobs and Vocational Rehabilitation staff will refer clients who are NICC students to this program for orientation support, and acclimation to the college environment.

North Iowa Area Community College (NIACC)

- **Adult Basic Education (ABE):** Iowa ABE program has developed a highly sophisticated network of communication and has cultivated relationships that work to ensure a smooth flow of information for students who move from place to place throughout the state. GED tests are scored electronically, giving students access to personal information regardless of their physical locations. This greatly simplifies enrollment in test completion, postsecondary schools, and job attainment. Ease of transition and open information systems make postsecondary enrollment a more appealing option. The partnership with Iowa Workforce Development Center has been very successful in providing on-site educational opportunities for job seekers who need educational assistance in obtaining a GED or upgrading skills and in job-seeking skills. Promise Jobs staff work closely with GED teachers to provide targeted instruction to help clients meet their goals.
- **English Language Literacy (ELL):** ELL classes provide opportunity for non-native speakers to learn on-the-job English or English One-By-One. Some ELL classes are located on the college campus. This eases the transition from ABE/ELL to college credit classes.
- **Corrections:** The ABE program conducts a class in the community corrections facility located in Mason City. The purpose of this class is to help residents of the center to earn a GED and/or to upgrade basic academic skills in order to be more readily employable upon release, which will help them lead full and productive lives.
- **Community Partnerships:** The Learning Support Division partners with many agencies across North Iowa, including Promise Jobs, Proteus, the Iowa Workforce Development Center, Community Action, North Iowa Vocational Center, the North Iowa Transition Center, the Department of Vocational and Rehabilitation Services, and Opportunity Village. These partnerships, and others, provide moral, social and/or financial support for students who return to school.

- **Postsecondary Programs for Nontraditional Students:** NIACC has comprehensive services in place to assist nontraditional students. Experiential Learning helps returning students earn college credit for life and work experience. Students with documented learning disabilities can request accommodations; staff members in the Student Learning Center provide assistance to students needing special services. Vocational Rehabilitation maintains an office on the campus, and representatives integrate services into mainstream college life for those who qualify. A variety of times and course lengths are designed to encourage nontraditional students as they consider re-entry into academics in order to prepare for career advancement and enhanced job skills. Learning Support works closely with the Center for Disabilities and Development Employment Policy Group, located in the Iowa Workforce Development office in Mason City. Classes at a variety of levels are offered at the college to assist under-prepared students to gain the basic skills necessary to complete a degree or to enter the workforce. Developmental Education classes provide basic instruction in a variety of areas for students who need supportive instruction. Each year many students take advantage of the opportunity to upgrade skills in order to meet the rigors of transfer credit classes or to earn diplomas or certificates of achievement, with the goal of job acquisition or career upgrades. Each year nearly 20 percent of NIACC graduates have at least one developmental credit on their transcripts.

Iowa Lakes Community College (ILCC)

- Provided educational opportunities for Iowans in transition through five alternative high schools, adult basic education programs and the Iowa Lakes Success Center.
- Provided career exploration and job skill improvement opportunities through the Career Resource Center.
- Provided student professional development seminars on: Sexual Harassment, Work Environment, Stress Management, Time Management, Opportunities/Benefits in Nontraditional Careers, Financial Strategies, Interviewing Skills, Business Etiquette and Conflict Resolution.
- Continued to provide single point-of-contact for students needing special accommodations.
- Iowa Commission on the Status of Women grant provided financial support to persons with disabilities, welfare participants, single parents and displaced homemakers as they pursued additional education or job skills training.

Northwest Iowa Community College (NCC)

- **Village Northwest Unlimited-NCC** has a long history of working closely with Village Northwest Unlimited and the Transitional Training Center in Sheldon to provide classroom and individualized training and basics in life skills. The Village serves the mentally and physically handicapped and the Transitional Training Center serves individuals with head injuries and brain trauma.
- **Adult Basic Education (ABE) Program and use of CASAS-NCC** like all ABE programs in Iowa use the Comprehensive Adult Student Assessment System (CASAS) for assessment and instruction of adult basic skills: primarily reading, writing and math. Monthly staff meetings provide constant and consistent utilization of the competency-based instructional system. Two ABE instructors and the ABE Coordinator are state trainers for the CASAS system. The extended scale of CASAS includes Providing Options for the Workplace, Education, and Rehabilitation (POWER), a component for adults with developmental disabilities. NCC is fortunate to have one of the CASAS national trainers associated with their ABE Program.

Tracking of Programs and Students (TOPSpro) is the software database system for CASAS and one of the NCC ABE program staff is the State of Iowa trainer and a TOPSpro national trainer.

- **Alternative High School**—Sixty-eight (68) individuals of high school age who were on the fast track to becoming a drop out, attended the Northwest Iowa alternative high school program. Many will continue on next year as the program covers all four years of high school education.
- **TRiO**-The college operates a TRiO Student Support Services Program. Many of its enrollees are single parents or displaced homemakers.
- **SPAN**- This cooperative effort between NCC and AEA 4 resulted in the placement of an AEA special education staff person on the college campus, full-time to assist 5th year high school special-needs students in a program of study. Approximately 12 students were served under this program this year.

- **Vocational Rehabilitation and Juvenile Correction Facilities**-The communication with various community support agencies is continuous at Northwest Iowa Community College. When a student is recommended by the college or is scheduled to receive support/benefits from the Vocational Rehabilitation Agency, several conversations occur including telephone, face-to-face, mail and fax. During the 2004-2005 academic year several telephone conferences were held with the Eldora Juvenile Correction Facility as graduating students from that program transitioned to NCC for their next educational goal.
- **Workforce Development**-The Workforce Development Offices in the NCC serving area contact NCC when educational presentations are requested by companies who plan company closings or lay-offs. NCC provides all career assessments and counseling services to community constituents.
- **Serving Needs of ELL students**-Throughout the 2004-2005 academic year, NCC has worked with constituents in the community to assess NCC's next steps in delivering opportunities to minority students. Constituents included minority students in high school and college, teachers, guidance counselors, business managers, and staff from NCC. The result of the work of the committee has provided awareness of the growing need to communicate differently with minority families and prospective students. Informational sessions by LaCasa Latina have been offered to the college staff and community school officials. Additionally, a video that overviews community college education and NCC's processes and policies is being produced in Spanish.

Iowa Central Community College (ICCC)

Focus Area - Partnerships

Iowa Central, through a contract with the Iowa Department of Corrections, provides educational programming at the Fort Dodge Correctional Facility (FDCF) in Fort Dodge, Iowa, and at the North Central Correctional Facility in Rockwell City, Iowa. The facilities are male medium-security and male minimum-security institutions, respectively. In addition to literacy, Title 1, and GED completion programs, Iowa Central provides vocational, undergraduate, and work readiness programs.

Annually, approximately 750 inmates participate in the literacy, Title 1, and GED programs at the facilities with approximately 230 inmates receiving their GED diploma during the facility graduation ceremonies.

The vocational classes are offered on-site at the Fort Dodge facility and are funded through a federal youth offender grant. Semester-long carpentry and welding programs are offered year round. Trained carpenters and welders are in high demand in Iowa with graduates from the programs able to enter good paying jobs upon reentry into the workplace. Contacts with prospective employers prior to release are common. Annually, approximately 60 inmates complete vocational training at FDCF.

The undergraduate college classes are also offered on-site at the Fort Dodge facility and are also funded through the federal youth offender grant. The freshman and sophomore level core classes are intended to start the ex-offender toward the AA degree and possibly a BA degree. With most of today's employers requiring employees with education beyond high school, the undergraduate offerings enable the ex-offender to reenter society with the higher-level training necessary to succeed. Annually, approximately 80 inmates participate in the undergraduate program completing approximately 420 credit hours of coursework.

A work readiness program is offered at both correctional facilities. This program focuses on job-seeking and job-keeping objectives. This class, as are the GED and literacy programs, is funded through a state corrections education appropriation. The class includes instruction on career exploration, training opportunities, the paperwork of job seeking, role-playing interviews, and the concepts that contribute to keeping a job. The instruction approaches each objective from an ex-Offender's viewpoint of reentering the workplace and the obstacles he will encounter. The class also includes computer keyboarding and word processing training, skills needed in much of today's workplace. Annually, approximately 275 inmates complete the work readiness program at the facilities.

The Student Success Center (SSC) works with area high schools and agencies such as Juvenile Court Services, Rabiner's Treatment Center and The Boys and Girls Home for dropout prevention. The SSC fosters close ties with high school students, students' parents and guardians, counselors, school administrators and agency personnel through publicity, student progress reports, and frequent personal contact. High school credit classes and GED testing are provided to students who are at risk of not graduating from high school or have already dropped out.

The Adult Basic Education/Literacy (ABE/Literacy) program offers free English Language Learner classes in Fort Dodge, Clarion, Humboldt, Storm Lake and Webster City. The ABE/literacy classes also support individuals in the area with disabilities, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts. ABE/Literacy partners with Promise Jobs, Even Start, Head Start, The Pub Library, The Multi-Cultural Resource Center, All Cultures Equal Center, Wal-Mart, Tyson Foods, Trinity Regional Hospital and area churches to provide noncredit classes throughout the area.

English as a Second Language classes are offered to college students in Storm Lake and Fort Dodge. These credit classes are available to high school and college students.

Iowa Valley Community College District (IVCCD)

IVCCD provides support and accommodations to all individuals with disabilities and works with the Mid-Iowa Community Actism (MICA), Department of Vocational Rehabilitation Services (DVRS), and Youth and Shelter Services to help meet student needs. The local Tiger Tots Daycare on campus is a vital service that helps single parents and other students attend college. IVCCD is also continually updating facilities to improve building and classroom accessibility.

IVCCD received over \$90,000 and was appropriated more than \$640,000 in federal funds this year to assist immigrant workers and high school dropouts in preparing for higher paying and higher skilled jobs.

IVCCD operates the Transition Alliance Program (TAP), developed with the DVRS, Marshalltown High School, and AEA 6 to help students with disabilities transition from their high school experience to any postsecondary or job experience they choose to pursue. Students served through the Transition Alliance program are or will be entering the job market or college (Marshalltown Community College) after their program is completed.

As a partner in the Workforce Development Center (WDC), IVCCD staff receives numerous referrals for education or training for their WDC clients. There are frequent referrals from the Promise Jobs program, as well as from the older worker program. The workforce center staff interviews about 50 immigrants per week and provides them with information about the ESL programs, GED preparation, and other skill-based courses that may be appropriate.

Hawkeye Community College (HCC)

- The college's TRiO Student Success Services serves students who are economically disadvantaged, first generation college students and/or individuals with disabilities. One hundred sixty students meeting these criteria are served. The TRiO grant was recently re-approved by the U.S. Department of Education through September 2008.
- Hawkeye Community College is the administrative entity for WIA and Promise Jobs under Workforce Development. The college also administers its own metro center, and MLK, Jr., Center, which address these needs. The college will continue its network with existing partners that include Vocational Rehabilitation, Iowa Workforce Development, People's Clinic, Lutheran Social Services, Department of Human Services; Child Care Resource and Referral, MET Transit, Operation Threshold, Black Hawk county's public and private schools, financial institutions, and other community organizations.

- Funding from the Sunshine Ladies Foundation, Inc. in the amount of \$11,000 enables HCC to provide the SOARing program. The Sunshine Lady Foundation funds provide scholarship and support assistance funds that will allow Martin Luther King Jr. Center staff to continue the supportive services as listed above for at-risk females (single parents, displaced homemakers, welfare participants, etc.) who meet the SOARing eligibility requirements.
- The ABE program served over 1600 students in FY04. This year, 31 percent of its clientele (or 321 students) were ESL learners. One hundred eighty-three (183) enrollees (or 15.4 percent) were involved in the correctional programs. One hundred seventy-nine (179) students (or 14.7 percent of the population) identified themselves as single parents. Over 1,000 individuals come to HCC yearly to gain basic skills or earn a GED. Approximately 12 percent (or 205 of the individuals served) were adults with disabilities.
- A counselor from the Department of Vocational Rehabilitation Services is housed on Hawkeye's campus to provide services to qualified individuals with disabilities.
- Students with disabilities and assessment and special needs staff participated in a statewide meeting March 2005 in Ames as a follow-up to meetings that took place last year regarding students with disabilities.

Eastern Iowa Community College District (EICCD)

EICCD works with numerous local agencies in providing services to all segments of the population as reported in the ABE year-end report.

Statistics show that higher skills equal higher wages. At the same time, Iowa's employers are experiencing skill shortages, which are expected to grow in fields such as health care, advanced manufacturing, etc. In eastern Iowa, approximately half of all welfare recipients have a HS/GED, yet they are expected to work. Workers laid off are frequently the lowest skilled. Iowa's community colleges are seen as the critical link to assist these individuals with basic education, short term vocational training. Iowa's employers look to this system to retool laid-off workers, building new skills. EICCD has both the infrastructure and the flexibility necessary. Expectations for the future would be to provide more short-term (less than semester) training that can be added to through a "career ladder" or "portfolio" of training. Hours and delivery of training are flexible to meet varied learning styles and the needs of adult workers. During the past year, EICCD's job training department reached over 2300 welfare recipients, providing career planning, referral to GED/HS, and training as well as "follow along" counseling to insure participation and job search at completion.

Outreach to "at-risk" high school students is critical; they, too, need skills and jobs. EIJT staff provided career workshops and labor market information to all area high schools. In Jackson County, EICCD/EIJT staff co-chairs the school to work committee. In March 2005, they brought in employers from various career clusters. Each youth chose three to explore. All employers encourage high school completion and additional skill building.

EIJT maintains relationships with area high schools to refer high school dropouts for career assistance, with the judicial system (and Safer Foundation) to reach out to offenders, and with Generations Agency on Aging to reach out to older workers.

Kirkwood Community College (KCC)

Students enrolled in Kirkwood's high school completion program and the five alternative high schools are encouraged to participate in one of 11 Career Edge Academy programs in order to prepare for a more productive future. The Information Systems Management Academy and the Health Sciences Academy each have sites in an alternative high school setting. The Automotive Technology and Computer Programming Academies are each available after normal high school hours and at non-high school locations.

Literacy and GED programs are provided at the two correctional facilities served by Kirkwood. On-going budget cuts continue to reduce staff and educational services.

The college continued to provide adult basic education, college prep coursework, and college classes to incarcerated inmates at the Anamosa Penitentiary and Oakdale Classification Center. The college works closely with the Iowa Division of Vocational Rehabilitation (DVRS) to provide services to disabled students as reflected in the fact that DVRS has a full time counselor housed on campus. The Learning Services department works closely with the DVRS counselor in identifying students with disabilities and providing case management services to eligible students. The college has 13 case managers who provide services to students. The Applied Science support team provides referral and case management services to Perkins eligible students who are financial aid recipients, single parents, and displaced homemakers. Whenever a student applies to the college and indicates a disability and a need for accommodation, a first generation college student, or single parent an electronic copy of the application is sent to the Learning Services department and the student is then contacted to develop a specific support plan for that student. Kirkwood's high school completion program continued to serve students who previously dropped out of high school. For this academic year, the program graduated 550 students.

Through Kirkwood Skills-to-Employment office, much stronger linkages have been made. One-stop centers exist in both metro regions within the district and over 1700 low-income youth and adults were served through the Workforce Investment Act programs, Promise Jobs, and Welfare-to-Work programs. The Regional Workforce Investment Board and the chief elected officers boards are comprised of local service providers, business partners, and elected officials. These boards are actively engaging in the provision of services to individuals with disabilities, welfare participants, single parents, displaced homemakers, and high school dropouts. A strong relationship has been developed between Kirkwood Community College and Iowa Workforce Development as the college works cooperatively to address skills shortages in the region.

Des Moines Area Community College (DMACC)

Addressing Student Needs: Economic Diversity Across the College was a workshop offered to faculty and staff on all six campuses. This workshop was adopted from the "Bridges Out of Poverty" curriculum that addresses unique barriers faced by individuals from poverty, transcending race, religion and gender. Specifically, the workshop addressed financial and cultural barriers that prevent effective service to the underrepresented student population. As a result of the positive evaluation of participants, it is proposed that portions of the workshop curriculum be included in the new faculty orientation. Along with the workshops, each campus hosted a Community Fair to increase student/staff awareness of resources available in their respective community to meet the needs of their students. Sixty-two (62) faculty/staff attended the training. There were over 30 community organizations participating in the Resource Fair.

Ex-Offenders:

- Going Home Re-Entry Program seeks to improve community safety by providing transition services which include education, job training/placement, and related support services for serious and violent offenders (male and female) returning to the community.
During this reporting period:
 - 90 offenders were served.
 - Services provided were education and related case management support.
 - 13 percent enrolled in education.
 - 52 percent employed during the first six months post prison release.
 - 91 percent maintained employment during the 6 months post prison release.
- Link To Success: Life Skills for Iowa Offenders Program
Des Moines Area Community College's Link to success: Life Skills for Iowa Offenders program is a United States Department of Education Office of Safe and Drug-Free Schools' Life Skills for Offenders program. Life Skills is offered in the three Iowa prisons, Fort Dodge Correctional Facility (FDCF) for Men, Newton Correctional Facility (NCF) for Men, and the Iowa Correctional Institution for Women (ICIW).

DMACC's Life Skills program combines employer-driven vocational training, Microsoft computer classes, basic education, and life skills instruction into one program of study. Upon completing this 12-week educational program, students earn 285 hours of continuing education units designed to assist them in obtaining and retaining livable wage employment.

Employer Driven Vocational Training includes:

- OSHA Safety and Hazardous Materials (Newton Correctional Facility)
- Residential Electricity (Ft. Dodge Correctional Facility)
- OSHA Safety and Advance Excel Database Development (ICIW)

Life Skills Curriculum and its Components are taught in 12-week cycles at the three facilities with 45 students per cycle, fifteen at each facility. The first week is for Assessments. Weeks two through six are the Training Academy. After three cycles, 130 students have successfully completed the program, more than the 108 students projected.

Education Outreach Specialists have:

- Collaborated with programs such as Re-entry, (made nine visits to the prisons, serving 100+ inmates).
- Worked with Iowa New Choices, serving 10 students.
- Worked with Upward Bound.
- Facilitated workshops with Young Moms group; Map Out Your Future Workshops (serving 80+) targeting disenfranchised and adult learners.

Western Iowa Tech Community College (WITCC)

The Western Iowa Tech Adult Basic Education (ABE) program provides free literacy services to native and non-native English-speaking adults with educational functioning levels ranging from beginning literacy to below high school proficiency. The purposes of the ABE program are to 1) assist adults, including immigrants with limited English proficiency, to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; 2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and 3) assist adults in the completion of a General Education Development (GED) diploma and in the transition to postsecondary education and employment. The WITCC ABE program is comprised of adult literacy, basic skills, GED preparation, and English as a Second Language (ESL).

The WITCC ABE program focuses its outreach on those target populations set forth in Iowa's State Plan for Adult Basic Education including but not limited to able-bodied welfare recipients, low-wage earners, at-risk youth, person for whom English is their second language, high school dropouts, and other eligible populations (i.e. minorities, corrections, institutionalized).

In program year 2005, the WITCC ABE program met or exceeded 18 of the 19 Iowa Department of Education benchmarks, which include the core indicators of educational gains, pre/post assessment results, employment, enrollment in postsecondary education, and attainment of a GED.

Under the direction of the disabilities coordinator, WITCC has taken leadership in developing a statewide community college disabilities task force that meets and discusses issues related to college students with disabilities. WITCC's disabilities coordinator is actively involved with the AEA and other local agencies in creating transition plans and opportunities for students with disabilities.

Beginning this year, WITCC instituted a new program specifically for students who come to the college with high school IEPs. The program, Building Maintenance, is designed so students can earn one or two certificates or a degree.

Iowa Western Community College (IWCC)

To support these diverse groups, Iowa Western Community College provides multiple services and operates several programs. These include:

Student Support Services (Trio) Grant

The Student Services grant targets first generation college students economically disadvantaged and/or individuals with disabilities. Eligible students can receive tutoring, financial assistance and other services to enhance the successful pursuit of their educational goal. The college has received approval for a new five-year grant period.

ABE/GED

The Adult Basic Education/General Education Diploma Program serves each of these targeted groups. Examples of programs include:

- Classes for welfare recipients, single parents and displace homemakers in collaboration with Southwest Iowa Workforce Development personnel.
- Classes for the incarcerated at the Clarinda Correctional Facility and Pottawattamie Regional Correctional Facility.
- Sheltered workshops for individuals with disabilities.

Workforce Investment Act

- As the administrative and fiscal entity for the regional Workforce Investment Act, personnel provide a broad range of services to welfare recipients, unemployed and under-employed, displaced workers, and other clients.
- Iowa Western Community College participates as a partner in the Region 13 Workforce Development System through a formalized Memorandum of Understanding (MOU) with eleven other State and local agencies. As a partner in this agreement the college not only serves as the fiscal agent for the Workforce Investment Act (WIA) Title I programs, but also serves in the role of the WIA one-stop operator along with two other agencies. The college is also the service provider for the WIA Adult, Dislocated Worker (including displaced homemakers), and Youth programs in Region 13. These programs annually serve between 200-300 participants. The college houses these WIA programs at the Council Bluffs Workforce Center along with its ABE, GED, and ESL programs. The WIA programs operated by the college are also colocated with workforce partners in Atlantic, Harlan, and Shenandoah in order to serve the entire seven-county region.
- In addition to the WIA Title I programs, the college jointly operates the Region 13 Promise Jobs (Welfare-to-Work) program. This program annually works with over 1200 welfare recipients on an on-going basis to provide employment and training services, which will help participants to become self-sufficient.
- The Workforce Center in Council Bluffs currently houses a disability navigator who helps disabled individuals obtain the workforce services that they need to become employed. Because of our proximity to the Iowa School for the Deaf, a Deaf Navigator has also been retained to assist this population access workforce services. All workforce centers are also equipped with assistive technology.
- The college's Center for Business and Industry, its Workforce Development division, and its Adult and Continuing Education division work cooperatively with local business and industry and local economic development efforts to provide for the workforce development needs of the region.
- The college's academic programs also serve eligible clients in adjacent states. Nebraska and Missouri Workforce Investment Act agencies collaborate with the college in facilitating services to clients. In turn, the college annually updates program data for state agency approval in accordance with their requirements.
- The college collaborates with the AEA to facilitate the transition of students with learning and/or physical disabilities from their high schools to the college environment.

Southwestern Community College (SWCC)

Southwestern Community College used Perkins III funds to establish seamless career pathways for special populations from area high schools, alternative high schools, and local service agencies into vocational/technical fields. This was accomplished by providing a transition coordinator to work with the Workforce Development Center, local AEA, JTPA, Promise Jobs, Area 14 high school counselors, and special education faculty.

Indian Hills Community College (IHCC)

- The IHCC Adult Basic Education program holds classes in local women's shelters and emergency shelters for youth.
- IHCC Adult Basic Education and Academic Services staff serves on numerous community committees that address the needs of special populations. In addition, the advisory committee for Academic Services includes representatives of social welfare agencies, K-12 schools, business and industry, Workforce Development, and members of special populations.

Southeastern Community College (SCC)

WIA out of school youth will be one group represented at the June 2005 Youth Leadership Summit at Southeastern Community College.

WIA staff serves as committee members for a variety of STC efforts to insure inclusion of that clientele.

The Workforce Center supports the disability program Navigator initiative, which is designed to reduce the unemployment and under-employment rate of Iowans with disabilities. The disability program Navigator will help individuals "navigate" through the challenges of seeking employment by linking people with disabilities with workforce system services, employers, and outreach organizations.

Monthly newsletters are shared with the college from instructors in the corrections education programs at Iowa State Penitentiary and Mt. Pleasant Correctional Facility allowing staff to monitor new initiatives in the classroom and share results. Workplace preparedness is an important aspect of this instruction, especially at the medium security unit at Mt. Pleasant.

A bridge program was begun between SCC and WIA with the goal of reaching high school dropouts and either getting them into the ABE classes or getting them to WIA to work on workplace readiness and employability.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E: Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

Department of Education Response

- Workforce and Economic Development Report - Workforce and Economic Development training and retraining programs were delivered by Iowa community colleges and monitored by the Iowa Department of Economic Development. Local community college data are reported to the Iowa DE by four separate areas. The areas include Iowa Industrial New Jobs Training Programs (260E), Iowa Jobs Training Programs (260F), Accelerated Career Education (ACE) (260G), and Apprenticeship Programs. Data are compiled into state level reports and are available in the Condition of Iowa Community Colleges 2004 and can be found at the website <http://www.state.ia.us/educate/ccwp/cc/reports.html>.
- Targeted Industries - Targeted Industries programs are industry clusters identified by the Governor of Iowa that provide quality jobs and wages for Iowa workers through growth of Iowa's economy. Three clusters include: 1) Life Sciences, applying a range of technological disciplines to develop food, pharmaceutical, microbial and chemical products and processes, and medical devices to improve human and animal health, nutrition, the environment and quality of life; 2) Information Solutions, including software development, insurance and financial services, and telecommunications services; and 3) Advanced Manufacturing, focusing on development of manufacturing systems and procedures that utilize the latest technology and highly skilled workforce. Local community college data are reported to the Iowa DE.
- Bioscience Alliance of Iowa - The Division Administrator has joined the Education/Workforce Development Subcommittee of the Bioscience Alliance of Iowa. The Alliance is an outgrowth of a Battelle Institute study commissioned by the Iowa Department of Economic Development to recommend strategies to stimulate the growth of biology-related business and industry in Iowa. Following a thorough inventory of current courses and programs in biotechnology at Iowa K-12 and postsecondary institutions, the subcommittee will convene a statewide educators' summit to showcase best practices, discuss areas of weakness in science education, and determine workforce-preparation needs.
- Project Lead the Way - The DE supports Project Lead The Way® (PLTW). PLTW promotes pre-engineering education courses for middle and high school students. PLTW fosters the integration of academics and technical education through curriculum that addresses national math and science standards as well as the national industry skill standards. PLTW incorporates strong partnerships between the public schools, higher education institutions, and the private sector to increase the quantity and quality of engineers and create a seamless transition through the educational system. Ten secondary school districts are planning on implementing PLTW at 13 sights.

System-Wide Responses Contributed by Community College Liaison Groups

Community College Economic Developer/Contracted Training Liaison Group

260G programs continue to be closely coordinated to reflect the needs in advanced manufacturing, information solutions, and life sciences. Additionally, the community colleges worked to prepare a Request for Proposal (RFP) response to the DOL for the President's Community-Based Job Training initiative. The requirements of the RFP prohibited a statewide application on behalf of the consortium group. Several individual community colleges worked to submit applications aligned with the high-skill high-wage career needs in their local regions.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

Each fall and spring, the ICCSSA group shares developments at their respective institutions related to new and expanding ACE projects and new career education programs.

Community College Responses

Northeast Iowa Community College (NICC)

- **Electroneurodiagnostic (END) Technology, Surgical Technology and Respiratory Therapy**—Community colleges and health care providers are joined together to provide training in the health care field.
- **John Deere Ag Tech Program**—NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- **Program Expansion**—NICC has added sections to the automotive, welding and electrical programs to accommodate increased demand.
- **Dairy Center**—NICC partnered with Iowa State University Extension and local dairy farmers and agribusinesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the midwest dairy industry.
- **260 E, F & G**—These programs allow NICC to facilitate the training and retraining of the workforce in northeast Iowa. The programs assist in providing skilled training for those advancing into higher skilled occupations. The 260G (ACE) program is used to create and expand programs within the State's targeted industry clusters.
- **Grow Iowa Values Fund**—NICC uses 80 percent or more of these funds to train and retrain current employees and new employees/students in high-skilled, high-wage careers.
- **Iowa Workforce Development (IWD)**—NICC utilizes IWD labor shed surveys and labor market information to assess program expansions and additions into high-skilled, high-wage careers.

North Iowa Area Community College (NIACC)

- **Lean Manufacturing:** NIACC was very active in providing Lean Training to area businesses and industries during FY05. The college conducted 171 Lean events in 12 businesses. There were 2216 employees trained in various aspects of Lean principles. In the last year for which return on investment (ROI) facts are available (FY04), NIACC was responsible for just over 70 percent of the \$232,000,000 impact from the National Institute of Standards and Technology (NIST) Lean implementation in Iowa.

- **Nursing (RN) Program:** During 2004-05, the NIACC Nursing program successfully completed a transition from enrolling new students once per year to enrolling a new class twice per year, thereby increasing total program enrollment by 50 percent. NIACC's 2004 nursing graduates (Associate Degree Nursing-ADN) had a 100 percent pass rate on the state RN licensure exam, which was the only program in the state to achieve 100 percent.

Iowa Lakes Community College (ILCC)

- Implemented Wind Energy & Turbine Technology program and Paramedic Specialist program.
- Constructed a Technology Education Center building on the Emmetsburg campus that will integrate new technologies in response to business and industry demands.
- Expanded Nursing programs to offer evening/weekend enrollment options for students at three additional campuses.
- Investigated development of Biomass Energy program.
- Explored Biotech curriculum development and partnership opportunities.

Northwest Iowa Community College (NCC)

- **Life- Science- LPN Nursing-**Last fall, the part-time LPN extended program enrolled its first group of second year students. This option facilitates scheduling for those students needing to take a program on a part-time basis.
- **Life Sciences- ADN Nursing-**Two sections of ADN are offered at the college as a result of an expansion a year ago.
- **Life Sciences- Radiography-**The program has been identified for an addition to the NCC instructional offering is Radiography Technology. Preliminary steps included the obtaining of support from local health care facilities, the identification of clinical sites and the identification of a full class of students. An inability to identify a qualified program director to allow for program accreditation caused the start date to be set back to fall 2005.
- **Computer Software-**The college has purchased the necessary Internet computer software services to identify specific employment growth potential in specific areas.

Iowa Central Community College (ICCC)

Focus Area – Partnerships

The Math and Science department has worked to align courses in the pre-professional areas with those required by transfer institutions. These courses would include the pre-engineering, pre-pharmacy, pre-medicine or pre-dentistry courses.

The college has also been in the process of trying to establish a Bio-Technology AAS degree with associated courses to assist in Industrial Lab Technician settings.

Many local cosmetologists have approached Iowa Central about the lack of good qualified persons in the area. Iowa Central is looking at starting a two-year AAS program in Health and Beauty Management for students interested in the cosmetology field, but still want to gain the management and entrepreneurial skills that it takes to be successful in the business world.

Within the Manufacturing program, Iowa Central Community College has updated their equipment, such as a large injection molding machine which allows them to produce complex molds and piece parts.

Iowa Valley Community College District (IVCCD)

With limited financial resources, IVCCD makes use of local, state, and federal funding to aid expansion of existing and development of new programs. This year, ACE funding has been approved to augment the Biotechnology program at Ellsworth Community College (ECC) with a Renewable Energy focus. Furthermore, high school students participating in the fall 2005 Career Academy articulations will be able to participate in the Biotechnology program as well as the other eight Career Academy programs. With industry and advisory board recommendations, curricular updates to the Computer Networking, Machine Trades, Industrial Maintenance, and Construction Trades programs have ready for implementation in Fall 2005. The expansion of the Nursing part-time program at the Grinnell site in the past year is helping IVCCD address the demand for nurses in the region.

IVCE operates a computerized skill simulation training system in the downtown Education and Training Center. With this system, IVCE is able to provide skills training such as welding, basic electricity, and refrigeration that industry has identified as necessary. Industries can send one or two employees at a time, which is a benefit to them rather than trying to shut down a line to have employees trained at the same time. In addition, the center provides this training to the increasing number of Latino immigrants who are seeking career advancement within local industries. Non-native residents are benefiting from software that allows them to improve their English proficiency, while learning skills in their native language.

An advanced manufacturing certificate program has been developed and is being delivered with one major employer. The high demand health careers field is also being addressed by intensive instruction for Spanish speaking students to prepare them for a progression through health careers. A new program is being developed in machine operator training specifically for another major employer.

Hawkeye Community College (HCC)

- Continued offering the EMC² Tech Prep program resulting in more students entering the CNC program and entering employment in the advanced manufacturing area.
- Continued the CNC program offered in partnership with John Deere.
- Continued health occupations Tech Prep program.
- Continued the Cisco Academy offerings.
- Conducted training for community emergency response teams in cooperation with One Source training to promote and support delivery of statewide corporate training projects.
- Hawkeye Community College has partnered with Team Technologies in the Cedar Falls Technology Park to develop facilities for high end IT technical training for IT professionals.
- An associate degree in biotechnology has been approved by the DE to prepare graduates to work in the biotechnology industry as production technicians, information analysts, and to transfer to baccalaureate programs in bioinformatics, biotechnology and related fields in biology. Students will grow microbial, plant and mammalian cells and recover their DNA and proteins, and analyze these macromolecules. They will follow good manufacturing practices by maintaining records in order to comply with quality assurance procedures and government regulations.
- Information Technology – Team Technologies and HCC have developed an IT Professional program. This program is a 612-hour program that leads to certificates in MCSA, CCNA, Unix, and Help Desk Institute. Ten students are currently enrolled. This program is an ACE program.
- The college is developing a program within the hospitality sector titled Gaming Administration/Management in response to emerging regional needs.
- The college has developed new courses in professional and technical writing that will eventually constitute a degree program modeled after BFA/MFA degrees, but at the associate's level beginning fall 2005.
- The college is developing a program in education, with multicultural education as the core, beginning fall 2005.
- An Info Tech Academy is being implemented fall 2005 in partnership with Waterloo schools.

- Life Sciences – Cedar Valley Economic Development Corporation (CVEDC) has identified biotechnology as the centerpiece of future economic development for the region. HCC has started to further strengthen the aforementioned attributes by developing a specialized educational program and a technical assistance center for biotechnology to develop and implement a 2+2 Tech Prep program (Career Academy) in biotechnology and to establish a technical assistance center at the Cedar Valley Tech Works that will provide specialized technical assistance for biotech-related businesses. The college's Dean of Arts and Sciences continues to meet with Waterloo East and West High principals to develop this academy.

Eastern Iowa Community College District (EICCD)

ACE funding was secured for the Blong Technology Center, a facility designed to provide skills in the area of advanced manufacturing as well as to design a weekend nursing program. All of the ACE programs received extensive evaluation prior to submission to the Department of Economic Development as to whether they would bring increased wealth to the individuals in the programs as well as to the EICCD area.

Kirkwood Community College (KCC)

In 1998, Kirkwood conducted the regional Skills 2000 Survey in partnership with the local business community. That research was utilized to develop and implement eight new and expand the capacity of three existing, high-skill, high-wage credit degree and diploma programs utilizing the ACE program. They included the following:

- Computer Programming (Mainframe, ISeries & PC Programming)
- Local Area Network Management
- Microcomputer Specialist
- Telecommunications Technology
- Manufacturing Technology
- Heating & Cooling Technology
- Plumbing Technology
- Diesel Truck Technology
- Automotive Technology (expansion of existing program)
- ADN Nursing Program (two expansions of existing program)
- Surgical Technology (four region expansion of existing program)

In 2003, the Cedar Rapids/Iowa City Technology Corridor Committee conducted the Skills 2006 Study. In 1998, a commission of local top executives conducted the Skills 2000 survey with the primary focus on determining future employment and workforce skill needs. In this initial study, 33 large employers participated, predominately located on the north end of the Technology Corridor. The Skills 2006 survey is a reassessment of the original survey with several noticeable differences. The most substantial differences between the two studies are the number of companies surveyed and the geographic region examined. The Skills 2006 Study identified 250 companies, located throughout Kirkwood Community College's seven-county service area, with 153 companies responding with data. In addition to broadening the number of companies and geographic area surveyed, the new study included revised questions and data analysis tools from the previous report.

In 2005, Kirkwood expanded the following technical programs with the support of the ACE program:

- LPN Nursing Program (expansion of existing program)
- Medical Assisting Program (expansion of existing program)
- Electroneurodiagnostic Technology Program (expansion of existing program)

The ACE programs have resulted in the creation of 770 new student positions. In 2006, Kirkwood is planning on expanding its Dental Assisting program using the ACE program.

Career Edge Academy (Tech Prep) programs have been developed in partnership with area high schools with an emphasis on high-skill, high wage careers in targeted program areas. Over 1,100 high school juniors and seniors were enrolled in these programs in FY05 at 40 sites throughout the Kirkwood service area. These academies include:

- Advanced Manufacturing
- Automotive Technology
- Auto Collision
- Engineering & Engineering Technology
- Education & Human Services
- Graphics & Media Communication
- Health Sciences
- Health Sciences – EMT-B
- Information Systems Management
- Local Area Networking
- Welding

Des Moines Area Community College (DMACC)

A new program was developed in Electrical Construction Trades at the Newton campus. The following programs were updated:

- Aging Services Management
- Business Administration
- Computer Aided Design Technology
- Dental Hygiene
- Early Childhood Education
- Electronics Systems Servicing Technology
- Fire Science Technology
- Fitness & Sports Management
- Graphic Technologies
- Hotel and Restaurant Management
- Industrial Electrical Mechanical Technology
- Information Technology Network Administrator
- Machinist Technology
- Mortuary Science
- Telecommunications Technology
- Tool and Diemaking

DMACC established the following programs in response to high demand occupations in central Iowa:

- Nursing programming has expanded on the Ankeny campus to allow for more students to be part of the programming and meet the needs of business and industry with DMACC business partners at Iowa Methodist and Mary Greeley.
- Certified Nurse Aide classes continue to expand significantly across the district with over 1000 students served again last year.
- Auto Technology programming has expanded to the high school level.
- Expanded Auto Collision program.
- Health Careers through ACE and high school dual enrollment programs were improved.
- Culinary Sciences has expanded at both the high school and the college level to allow more students the opportunity to participate.
- ACE infrastructure has allowed lab and classroom growth in the Health and Culinary areas to increase capacity in both of these programs.
- Created a new electrical program to be offered at the Newton campus.

In fall 2003, DMACC completed the **Skills 2006 Outlook**, a research study that seeks to quantify and evaluate the employment and training needs for the next three years in the areas of advanced manufacturing, information technology and insurance, and life sciences which include the areas of biotechnology, health care technology, and nursing care technology.

The results of this study provided a better picture of employment trends and employee training needs for success in high performance, technology-driven workplaces. It will also provide objective data to public policy debates on the types of workers and education programs needed to meet the growth projections, changes in employment, demographics and technology needs of companies over the next three to five years.

In the two years since this study was enacted, and to best leverage Grow Iowa Values Funds, DMACC created or expanded the following programs:

- Mortuary Science Program (Ankeny campus), created in cooperation with the Iowa Funeral Directors Association. This program earned full accreditation through from the American Board of Funeral Service Education (ABFSE).
- Fitness and Sports Management (Boone campus), expanding on the Exercise Science program. This program articulates to Iowa State University.
- Expansion of Nursing, Early Childhood Education, and Automotive Technology programs in the new Charles Betts Building at DMACC Urban campus.
- Expanded the Entrepreneurship program.
- Veterinary Assistant and Veterinary Technology programs (Ankeny campus) were expanded.
- Electrical Construction Trades program (Newton campus) was expanded.
- Aviation Technology program, a shared program with Des Moines Schools' Central campus was expanded.

In FY05, DMACC was allocated \$462,145 from the Grow Iowa Values Fund to expand programs and courses directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by the Skills 2006 study. DMACC used these funds to:

- Provide advanced technology training through 260F programs and apprenticeship training for electricians, sheet metal workers and plumbers through the Associated Builders and Contractors of Iowa.
- Begin construction of the Story County Career Academy, a consortium of seven high schools partnering with DMACC to offer shared programs in Nursing, Information Technology, Automotive Technology and Culinary Arts.

Western Iowa Tech Community College (WITCC)

The purpose of Project Lead the Way (PLTW), a national pre-engineering program for middle and high school students, is to "create partnerships with middle and high schools" by inspiring "more and diverse students to be successful in college engineering and engineering technology programs." WITCC sponsored an informational meeting directed by a PLTW representative and attended by high school superintendents, principals, counselors, and math, science, and industrial technology teachers.

Western Iowa Tech Community College offers an associate of arts degree in Business Administration that is specially tailored to the needs of working adults. The degree is designed for highly motivated individuals, aged 21 and older, who are currently employed or have an employment history of at least three years. Students in the program can take their coursework in a concentrated format of five to six weeks per course. All the courses are a blend of on-line technology and face-to-face instruction.

WITCC expanded its on-line nursing program so that nursing students can now complete all ADN coursework on-line.

Industrial plant technology curriculum is modularized to facilitate business use. The hybrid format is more flexible for industrial workers, and because the curriculum is presented in modules, it is not dependent on class-size.

Western Iowa Tech now performs computerized skills assessment, which can identify to businesses skills gaps or weaknesses among their mechanical/electrical workforces. The college assigns modules or groups of modules to address those gaps.

Iowa Western Community College (IWCC)

Advanced Manufacturing

Iowa Western Community College constantly monitors regional business and industry developments to ensure that its current programs meet the knowledge and skill needs in these targeted areas (Advanced Manufacturing). The Division of Instruction has held focus groups with employers and former students to re-engineer curricula in manufacturing technology. Computer numerical control equipment and computer-aided design software have been updated to improve the technical skills of graduates.

Life Sciences

- Industry needs surveys justified the emerging employee need for life science careers in paramedics and veterinary technicians. Consequently, these academic programs were developed to meet this need.
- The college's science labs have been upgraded to ensure that students in health occupations careers are appropriately trained in biology and chemistry, as well as anatomy and physiology.
- Worker shortages in Nursing, Medical Assisting, and Surgical Technology have provided the impetus for Iowa Western to expand enrollments and staff in these programs.

Demand Occupations

The Diesel Technology program, through ACE-PIAP, will be expanded to meet the critical need for technicians in Region 13.

Information Solutions

Information technology careers have demonstrated re-growth in the region. To align with new systems and products, the college has redesigned three computer studies programs – Computer Programmer, Technical Support, and Network Support and Administration. New certificate programs of study entitled Help Desk, Web Marketing and Publishing, and Web Programmer have been designed for specialized positions within the industry.

Southwestern Community College (SWCC)

Accelerated Career Education-ACE

Southwestern Community College has developed three new programs at the request of business and industry. Through ACE funding and business partnerships, the college has been able to offer degrees in Ag Chemical Applicator and Business Systems Networking. The Manufacturing Technology competencies and sequence of courses has also been developed. Professionals in each of the three areas were used to design the curriculum to meet industry standards.

Southwestern Community College has also entered into an ACE agreement with Greater Community Hospital of Creston and Montgomery County Hospital of Red Oak to expand the Nursing program to meet area demands.

Area Surveys

Two area-wide surveys were conducted during the 2004-2005 academic year to assess program needs of Area 14 employers. The Business and Computer Sciences department surveyed area businesses specifically for needed employee business management and computer skills. The director of the SWCC Osceola Center surveyed local industry specifically for needed employee welding and industrial electronics skills. Results from the surveys have led to the development of a two-year AAS degree program in Management Information Systems and course offerings in Industrial Electronics.

Indian Hills Community College (IHCC)

- The college added nine business courses: five entrepreneurship courses, two sport management courses, one leadership course, and one general business course to the Arts and Sciences transfer program. These courses are also used in some technical programs.
- Added two courses in the life sciences.
- Increased the number of nursing program options and improved flexibility of nursing education at IHCC by the development and implementation of a part-time Practical Nursing evening program and the addition of a second nursing class during the 2005-2006 academic year. The Practical Nursing evening program has an enrollment of 25 students that were unable to apply to the full time day program due to financial, personal or employment reasons. Due to the increased number of applicants for the May 2005 nursing class and the continued demand for nurses, IHCC accepted 75 students to begin in November 2005. This is the first time that IHCC has offered two nursing classes in a academic year.
- Expanded the Health Information Technology (HIT) program by developing an on-line HIT program option. This new initiative is in addition to the current traditional HIT program. This fully on-line initiative is accepting students for the 2005-2006 academic year and is projected to increase the availability and accessibility of HIT education across the state, as well as nationally.
- Computer Forensics and Ethanol Plant Technician will be offered in August 2005. Both programs are considered high-skill, high-wage career opportunities and were developed in direct response to Iowa's changing economy.

Southeastern Community College (SCC)

New London and WACO high schools planned for career academies in the Accounting and Graphic Communications programs, respectively. These programs will be implemented in fall 2005.

Health career program graduates continue to be in high demand, resulting in increased enrollment in each of the seven programs at SCC. Retention of nursing students has increased by nearly 30 percent.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative F: Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.

System-Wide Responses Contributed by Community College Liaison Groups

Community College Economic Developer/Contracted Training Liaison Group

This group continued to work closely with One Source Training, the community college joint training initiative. Several members of the Economic Developer/Contracted Training Liaison Group serve on the operations committee of One Source. At all monthly meetings, One Source provides an update on all activities and projects to the group. The Economic Developer Group provides the first tier of contact for One Source and ensures client needs are met.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

Updates were shared with the group regarding the statewide One-Source Training program and progress.

One Source Training - The Partnership of the Community Colleges of Iowa

One Source Training was established through a 28E agreement with all the community colleges. The partnership of all 15 Iowa community colleges is designed to assist businesses, organizations, and governmental agencies provide consistent quality training throughout the State of Iowa. One Source is a client's single point-of-contact to develop, schedule, and arrange the delivery of training at multiple Iowa locations utilizing the resources and expertise of the community colleges. One Source negotiates the training contract, including the pricing, trainer pay, and materials costs.

During FY05, at the direction of the presidents, new coordination responsibilities were added to One Source.

- The community colleges of Iowa have developed an office and transactional Lean product line called Workplace Lean™. All of the colleges are participating and will have trainers trained by October of 2005. One Source has coordinated the contracts for product development, created marketing materials, developed and maintained a special website for the college trainers and sales staff, and designed and layout of the training materials. Workplace Lean™ is a wholly owned product of the community colleges of Iowa.
- Other responsibilities involve:
 - the partnership between the colleges and TEAM Technologies in Cedar Falls;
 - the collaboration between the colleges to apply for a DOL community-based job training initiative; and
 - working with Senator Grassley's office to select Iowa and the community colleges as a pilots for the development and implementation of new federally mandated bankruptcy training.

The accomplishments of One Source for FY05, the second year of operation, include:

- Contracts with four clients.
- 248 classes were held by the 15 colleges at over 45 different locations.
- 8005 noncredit contact hours were generated.
- \$90,743 was billed to One Source clients.
- Three-year contract with Hy-Vee for the development and delivery of customized Spanish training programs for stores in Iowa and surrounding states. Seven (7) sessions have been offered in FY05. Last fall, through One Source, WITCC was hired by Hy-Vee to develop a computer-based training program for garden center staff. Hy-Vee is now using the program at all their stores.
- An agreement is in place between the Association of Business and Industry (ABI) and One Source to provide training opportunities to ABI members throughout Iowa. One Source and IACCT will sponsor a golf hole at the ABI Annual Conference in June.
- The contract was completed with Farm Services Agency for delivery of Microsoft Outlook XP and office software products. Thirty-one classes were held in FY05.
- A contract with Kirkwood Community College has been in effect since April 2004 to coordinate the statewide delivery of homeland security training to businesses. All the colleges participated to deliver training. 195 sessions were delivered. As part of this project, a partnership was formed with EMC Insurance to provide this training to school systems around the state. Ten school sessions were held. Training is to be completed by May 2005.
- The partnership agreement with Master Builders of Iowa lead to offerings by three colleges for contractors. WITCC provided supervisory training, Hawkeye re-established an apprenticeship-like program, and Kirkwood began offering skill upgrade training for construction workers.
- One Source monitors and disperses the Grow Iowa Values Fund Community College Pool fund of \$905,000.
- One Source Training was a finalist for a national Bellwether Award in January 2005. Jim Richardson, President of SECC, Tom Lesan, Vice President at Southwestern Community College, and Collette Saylor, Executive Director of One Source presented at the conference.
- One Source was the focus of a presentation at the League of Innovation Conference in March 2005. The presentation was made by Kim Johnson from Kirkwood and Collette Saylor.
- One Source is staffed with a full time executive director and permanent three quarter time administrative assistant.

Community College Responses

Northeast Iowa Community College (NICC)

- **Vice-President for Economic Development Services**—This NICC position serves as the coordinating point-of-contact for business and industry in northeast Iowa. NICC also employs representatives in the five largest communities in its district to serve as onsite coordinators.
- **One Source Training**—The community colleges of Iowa have created a statewide corporate training institute called “One Source Training.” The goal of One Source training is to provide consistent training to businesses that have multiple sites within the state/region. This is done through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.

North Iowa Area Community College (NIACC)

- All 15 of Iowa’s community colleges have participated in the creation of *One Source Training*. Its purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient and responsive method of obtaining consistent curriculum, consistent pricing, and consistent course delivery throughout Iowa.

- One Source Training employs a full-time executive director and a part-time assistant. During FY05, 248 classes were delivered by 15 colleges in over 45 locations. A major initiative undertaken in FY05 was the authoring of Workplace Lean B a lean office product owned by One Source and developed in partnership with the Iowa Quality Coalition. This product is partially complete, and some modules are being delivered to clients now. Another product being studied is Healthcare Lean. Negotiations are taking place that would result in an exclusive license to deliver a well-known Healthcare Lean curriculum throughout Iowa.

Iowa Lakes Community College (ILCC)

- Participated in One Source Training.
- Provided a Business Network/Consortium Training program in cooperation with another community college.

Northwest Iowa Community College (NCC)

- **One Source** - NCC remains active with One Source training, the statewide consortium of community colleges, in providing consistent training to the northwest Iowa region to businesses with multiple sites in the state. Specific programs offered included Farm Service of America computer training phase 2, Homeland Security's three components of terrorism training, and Planning for School Emergencies (terrorism-based). NCC is also involved with the development and delivery of the consortium's workplace Lean program.

Iowa Central Community College (ICCC)

Focus Area – Partnerships

The director of State Economic Development programs will be the single point of contact utilizing "Iowa Job Training Programs." The programs handle the logistics needed to arrange for the sale of bonds for Iowa New Jobs Training in Area 5. They will also be the single point of contact for the application and funding of Iowa Job Training programs, ACE, and GIVF. It will refer the training to the appropriate department at Iowa Central Community College.

The programs will be the single point of contact utilizing "One Source Training". This organization was designed to be a one point-of-contact for multiple business locations through out Iowa. One Source Training representative handles the logistics needed to arrange for training around the state - saving valuable time and energy. Companies will be tapping the power of 15 community colleges-working as one - to provide top-quality, reasonably priced training.

Iowa Valley Community College District (IVCCD)

IVCCD is participating in One Source training. IVCCD is the host site for development of Occupational Spanish for Hy-Vee stores statewide. IVCCD also participates in Iowa Manufacturers Extension Project (IMEP).

Hawkeye Community College (HCC)

- **One Source** (consortium of all the community colleges) utilizing the strength of Iowa's community colleges working as one, One Source training provides powerful solutions to meet training challenges. Depending on businesses needs, One Source Training can deliver custom-tailored training programs or existing programs to multiple business locations throughout Iowa. Each organization is now assured of consistent, quality training and instruction designed specifically to meet the training needs of the company, agency or industry group.

- Actively participated in and supported the statewide One Source training initiative to provide a one-stop-shop for businesses and companies that have multiple sites located in more than one community college area.
- Hawkeye Community College has conducted multiple sessions of terrorism training for several area companies. This statewide initiative was developed by Kirkwood Community College and coordinated through One Source.
- Hawkeye Community College participated in the development of the Workplace Lean (Office Lean) by attending a train-the-trainer course, conducting an internal Pillars Launch session. The first session to deliver this training to business is scheduled for June 16.

Eastern Iowa Community College District (EICCD)

EICCD is committed to forming partnerships and collaborative relationships to provide the services to meet student and stakeholder needs. EICCD is a participant in the Iowa Community Colleges One Source training group to meet training challenges in Iowa. The project provides one point of contact, one price and consistent quality delivery by certified instructors for customized business training. EICCD participation in the project included six Outlook or PC skills training classes, three terrorism training classes and a workplace Spanish class for Hy-Vee.

Kirkwood Community College (KCC)

Kirkwood is an active participant in the community colleges of Iowa, statewide corporate training institute initiative called “One Source Training.” The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state or region. This is accomplished through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered. Training has been provided through this partnership at Kirkwood in the area of terrorism awareness, training over 175 individuals during FY05.

The state’s community colleges worked cooperatively under One Source Training’s leadership to develop a new training product, “Workplace Lean.” This training initiative provides organizations the tools necessary to streamline office operations, processes and transactions for improved efficiency and effectiveness. Curriculum has been developed, written, train the trainers have taken place across the state, standard marketing materials have been developed and roll-out of the Workplace Lean product at Kirkwood Community College began in June 2005.

The college’s Kirkwood Training and Outreach Services division operates out of a state- of-the-art corporate training facility called the Kirkwood Training & Outreach Services (KTOS) Center. The KTOS Center is a full-service training and education center uniquely designed to support and facilitate comprehensive business training and technical assistance needs. To date, the center has served over 50,000 constituents. The KTOS Center is operated in partnership with AEGON USA who uses it as a corporate resumption center and includes the following services:

- Kirkwood Training Services
 - New Jobs Training Program (260E)
 - Iowa Jobs Training Program (260F)
 - Customized Training
 - Apprenticeship Training
- Iowa Quality Center
- Iowa Waste Exchange
- Small Business Development
- ACT Center

Des Moines Area Community College (DMACC)

The 15 community colleges of Iowa have participated in the creation of an entity called One-Source Training. Its purpose is to provide a single point-of-contact to ensure businesses and industries have a convenient, hassle-free and responsive method of getting consistent curriculum, consistent pricing and consistent course delivery throughout Iowa.

Western Iowa Tech Community College (WITCC)

Statewide contracts with corporations and government agencies continue to propel One Source to a leadership role in offering community college curriculum to business and industry.

Iowa Western Community College (IWCC)

Single Point of Contact

- The executive director of Economic Development and his staff serve as Iowa Western's contact point for the statewide partnership known as One Source. Information about this community college joint initiative is provided to business and industry training coordinators and human resource directors. Follow-up is conducted to ensure that questions have been addressed and applicable curriculum and pricing information has been provided.
- The executive director has collaborated with the director of State Economic Development in completing goals and initiatives and refers regional training requests to the appropriate contact.

Southwestern Community College (SWCC)

One Source Training

One Source Training works as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This positions Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>. Current projects include Workplace Spanish for Hy-Vee employees, Emergency Management training, and Association for Business and Industry (ABI) training.

Indian Hills Community College (IHCC)

The IHCC Language Learning Center works in cooperation with the Iowa community college One Source office to provide language and diversity training for the constituents of Area 15.

Southeastern Community College (SCC)

As a result of cooperation and planning on the part of the presidents of Iowa's community colleges, companies with multiple operating sites in Iowa now have a single source contact, One Source Training, through whom they can arrange consistent, quality training for all employees at all sites in the state. Companies such as Hy-Vee have made this delivery the method of choice for distribution of training services. Central coordination of One Source is housed in Des Moines and takes direction and input from the network of economic development officers in all of the state's community colleges. A recent product of that cooperative effort is the development of specialized training materials for use in training businesses in the application of Lean principles for offices and administrative operations.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative G: Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The February meeting of the ICCCSSAs' was held at Iowa Central Community College where ICCC President, Bob Paxton, and Vice President of Enrollment, Tom Beneke, gave a presentation to the group about their innovative and aggressive enrollment/recruitment strategies. Their presentation "Attitude Adjustment: Teaming Up for Excellence!" which had previously been presented at the NISOD Conference focused on the holding everyone at an institution responsible for enrollment and different ways of reaching out to students who may not have previously considered enrollment at a community college.

Community College Responses

Northeast Iowa Community College (NICC)

- **Across State Line Recruitment**—NICC has recruited in the counties over its borders into Minnesota, Wisconsin and Illinois. In addition, admissions identify areas in Minnesota and Wisconsin with large concentrations of dairy farms and recruits specifically in those high schools for the Dairy Science program. Students from eight different states are represented in this program.
- **John Deere Recruitment Program**—NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program
- **Recruitment of Students for Ag/Dairy Programs**—NICC has participated in a number of events to recruit students for our agriculture programs statewide and even nationally. Annually, NICC staff attends state and national FFA conventions as well as the World Dairy Expo and routinely attract students from many states to programs such as Dairy Science, John Deere, and Arboriculture.
- **Nontraditional Career Awareness**—Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. Campus-based and high school-based career fairs are also used to promote nontraditional careers. The Nontraditional Career Center also organizes a career conference for middle school girls featuring nontraditional careers.
- **TRiO and Upward Bound**—The addition of the TRiO and Upward Bound programs are an avenue for exposure to and recruitment into targeted industry cluster programs. It gives first generation college students the opportunity to see the potential that exists in those fields.

North Iowa Area Community College (NIACC)

- **Information Systems:** In March of 2004, the NIACC Information Technology (IT) department sponsored Wired Differently for Women, an event designed to expose nontraditional adult students to the IT field. Also, a Women in Tech Club was formed at the college.

- **Advanced Manufacturing:** The Tool and Die department conducted hands-on sessions for high school students at Career Academy Day in November. They also facilitated information sessions at the Industrial Technology open house in March and at Career Day in May. In addition, the NIACC Tool and Die instructors made high school visits and gave classroom presentations at multiple high schools in the area.
- **Career Development:** In addition to the specific recruitment strategies, college-wide career fairs such as Explore 2005 and College and Career Day featured sessions on careers related to these clusters. A new guidance counselor event and newsletter were implemented to better promote these programs to area guidance counselors.

Iowa Lakes Community College (ILCC)

Admissions –

- Actively participated in state admissions organizations to provide needed services to students and new guidance counselors.

Career Resource Center –

- Created a database to track undecided majors and provided additional career exploration support to students both electronically and during face-to-face meetings.

Enrollment Management Team –

- Maintained momentum of the Enrollment Management team as a college-wide forum and improved communication with regard to college changes implemented.

Marketing –

- Continued to improve website.
- Established design templates to assist faculty and staff to unify web pages and facilitate web page updates.
- Continued to update program marketing plans and materials.

Special Projects –

- Encouraged faculty to visit high schools and present occupational opportunities.
- Supported faculty involvement in professional organizations and conferences such as Iowa Agriculture Educators, FFA Leadership Conference, Skills USA-VICA and Iowa Association for Career Technical Education Conference (IACTE).

Northwest Iowa Community College (NCC)

- **Recruitment Initiatives-**During the 2004-2005 academic year, Northwest Iowa Community College enhanced recruiting efforts in and out of state to include an expanded media campaign, an additional Campus Visit Day and traveling to high schools in South Dakota and Minnesota. These initiatives supported the 2004-2005 advent of the newly targeted industry cluster programs.
- **Associate of Applied Science Degree in Computerized Manufacturing Technology-**This new program is unique in the fact that it bridges the gap between production and engineering by creating a well defined graduate who has knowledge of machining and computer-aided drafting.
- **Diploma in Extended Practical Nursing-** This program was developed to provide a more flexible option for students with family and work responsibilities. The intent was to start this program every other year with the first start year in 2003. With the popularity of this format, a 2004 start was added. Enrollments are strong for a fall 2005 start as well. The program prepares the student to provide comprehensive care for clients' physical and psychosocial needs. Nursing courses provide basic knowledge and skills in the medical-surgical, geriatric, maternity, pediatric, and mental health nursing areas.
- **Associate of Applied Science Degree in Health Information Technology program-**This program added an on-line component as a cooperative endeavor with Scott Community College.

- **Recruiting Efforts-** In addition, recruiting efforts have been put in place to support the following programs developed over the past year and will be offered beginning in the fall of 2005:

Associate of Applied Science in Radiographic Technology-The program consists of Radiologic courses, clinical experience, and general studies. Students have been accepted and the program is full for the 2005 fall start. There is currently a waiting list for the fall 2006 start.

Associate of Applied Science Degrees in Industrial Instrumentation and Control, Computerized Manufacturing Technology, and an Advanced Standing Associate of Applied Science Degree in Electrical Technology have been aligned with Dordt College in Sioux Center to offer a 2+2 program in Engineering Technology. Program will start in fall 2005. Joint marketing efforts are currently being explored. This will include an effort that crosses Iowa boundaries.

Iowa Central Community College (ICCC)

Focus Area – Student Retention

The college is working with the Fire Service Training Bureau to recruit active fire service personnel into the program.

The Industrial Technology department is currently working on a more user friendly website that will be used exclusively to recruit students from both in and out of Iowa. Also, every year the department holds a competition day for the students enrolled in dual-credit courses. It is a chance for the students to come into the labs and work on the college's equipment and get a sense for the programs.

The Health Science, Industrial Technology, and Business departments each held a Competition Day this spring. The Competition Day allows hundreds of high school students to compete in both individual and team competitions. Awards are granted to the top places in each area. The instructors also come to campus to meet discussing new updates for their courses and network among themselves and our Iowa Central faculty.

This year's Business Competition Day saw 350+ high school juniors and seniors from Area V attend. 21 of the area's 30 schools participated in the event; 28 high school business teachers networked while their students competed in 16 events. Scholarships were awarded to all first place finishers.

Health Science Competition Day had nearly 131 high school students from 11 schools participate. Eight different competitions are held including the anticipated "Quiz Bowl". Each first place winner received a \$100 scholarship and others compete for many other scholarships including a \$500 health scholarship that involves writing a paper about why they would like to enter the health field. This year, a team unity award was given to a high school demonstrating the most team spirit.

Iowa Valley Community College District (IVCCD)

College Career Expos have brought pre-vocational high school students onto the college campuses to learn about college offerings and career possibilities as well as get a first-hand look at college instructors in action. The targeted industries of advanced manufacturing, information solutions, and life sciences were emphasized at these career day events. This year's initial implementation of Kuder, a career assessment instrument to complement Iowa Choices, has helped high school students learn more about their career skills and potential program matches.

K-12 students are encouraged to participate in Career Academies which allows high school juniors and seniors to enroll in college courses in a vocational field such as construction technology, computer networking, tool and die, industrial maintenance, broadcast technology and health occupations.

Curriculum guides with specific information about industrial programs are distributed to interested students via brochure, website, and CD. Each guide lists program and course information, as well as testimonials from students within each field and potential employment opportunities. Advisory boards within the industrial programs provide critical information and promote continued improvement to meet industry demands.

Hawkeye Community College (HCC)

- Market Tech Prep offerings to encourage high school students to explore career fields and take articulated courses that will enhance their college opportunities.
- Continued the college's involvement in the Metro Career Fair sponsored by the Chamber of Commerce education committees.
- Recruited individuals, traditional and nontraditional, to enter career education areas showing the greatest need for employment. (i.e. manufacturing, health occupations, and skilled trades)
- Offered retraining to employees of local businesses and industries.
- Provided information to displaced workers about new career opportunities and training.
- Worked closely with Workforce Development staff in addressing employment opportunities and needs for business and industry.
- Continued an evening section of nursing to meet overflow demand established the Exploring Health Careers Consortium [EHC²¹] to assist in meeting nursing demands.

Eastern Iowa Community College District (EICCD)

EICCD has a marketing and recruitment plan to attract students to vocation and academic transfer programs including mailings, meetings, media advertising and individual student mailings and telephone calls. College operational goals include targeting recruitment activities by vocational technical program, including individual program career nights, a career day for high school students, luncheons for high school counselors, and high school teacher and student visits done by career technology program coordinators and faculty.

The Manufacturing Technology Center programs customize training and noncredit computer courses to serve statewide and regional educational needs in advanced manufacturing.

The EICCD weekend nursing program, developed in cooperation with local health care providers attracts working adults or second career students to address the regional nurse shortage. Individuals who work in regional nursing homes and other health care organizations are encouraged to complete the RN program through the weekend delivery.

EICCD's partnership with Black Hawk College for cooperative programs to allow students from Illinois to gain training opportunity and access to technical programs. In addition, EICCD on-line offerings in Microcomputer Information Technology and Health Safety and Environmental Technology give access to students from outside of Iowa to these programs.

Kirkwood Community College (KCC)

A National Science Foundation grant has been funded for \$500,000 over five years to develop a model for encouraging more high school students to pursue STEM (Science, Technology, Engineering, and Mathematics) careers. The grant will work with high school teams in science to develop a science academy and strengthen the articulation between high schools, Kirkwood, and four-year colleges/universities.

Career directions workshops are offered monthly to share information on education and employment opportunities for all targeted industry cluster programs. In addition, the Dislocated Worker program markets all cluster programs that provide employment opportunities.

The direct from high school recruitment program (TGIF-To Get Information Fast) provides an opportunity for high school juniors and seniors (and their parents) to visit Kirkwood's main campus on selected Fridays and Saturdays throughout the school year. Students are able to meet with program coordinators for both liberal arts and applied science programs and tour the campus.

The Region 10 Workforce Investment Board, which manages the Workforce Investment Act programs for the region, completed a strategic planning process to align the training investments for Skills-to-Employment clients with the targeted industry sectors identified for the region. This demand-driven strategy will result in the investment of training and educational programs that meet high-growth industry workforce needs. Areas identified include the biosciences, information technology and advanced manufacturing.

Des Moines Area Community College (DMACC)

Various presentations have been made in the area high schools that range from one-on-one conversations with students during recruitment visits to classroom presentations. The Discover DMACC Day program highlights a cluster of programs during each event (e.g., Automotive and Diesel; Health Services; Transportation; etc.).

The Community Outreach staff offered a series of Saturday workshops to introduce students to the various technical programs offered at the college, as well as addressed financial aid and admission issues.

- Served 199 students (grades 5–postsecondary), which represented 15 high schools from metro Des Moines and surrounding areas. (Des Moines; West Des Moines, Mt. Ayr, Johnston, Indianola and Southeast Polk).
- Seventeen (17) middle schools from metro Des Moines and surrounding areas (Des Moines, Johnston, West Central Valley and West Des Moines).
- Presented 12 career workshops targeting the following area:
 - Health Career
 - Practical Computer
 - Financial Aid
 - College Planning
 - Goals for your Success
 - Culinary Arts
 - Fashion Design
 - Job Skills
 - Legal/Law

Worked with the Student Development office to assist with dislocated workers, community social service agencies including Vocational Rehabilitation and Workforce Development. Beginning fall 2003, DMACC offered eight career exploration workshops to assist adults who are considering a career change that involved postsecondary education. Of the six workshops held to date, 58 individuals have completed the 10-hour workshop. These individuals have received a tuition voucher, which is good for up to three college credits at DMACC. This program is intended to positively address the needs of recently unemployed workers as to the resources available to help them obtain a college education. The workshop was marketed to local service agencies, including: the House of Mercy, Des Moines Public House, and DMACC program that serve low-income students.

Expanded Discover DMACC days to include activities in career planning and informational meetings with program chairs. The Discover DMACC Day (DDD) series was developed in 2003 to provide potential college students the opportunity to visit the various DMACC campuses to meet with staff, faculty and learn about the various educational opportunities and resources available. During 2004-05 sixteen (16) events were held.

Of the 741 participants 371 were current high school seniors. Of these 356 applied for admission to the college and as of May 27th 2007 were admitted to a DMACC program of study.

Students and members of the larger community were provided the opportunity to learn more about DMACC and its programs in chat room settings through the use of Chat University.

Today's students access information about postsecondary opportunities through a variety of media. Late fall 2003 the DMACC Admission department purchased a license with Chat University to create discussion times on line to meet with students.

The first chat was held on March 9 with 11 students from Kalona, Osceola, Exira, and the Des Moines metro area. Two other chats were scheduled for April 28 and May 25. Students were able to 'talk' with staff and faculty members about program and admission requirements, financial assistance, orientation and registration issues.

For 2004-2005, the staff held eight chats with specific topics. Two (2) joint chats were held with Iowa State University and Grand View College to discuss the transfer process from DMACC.

DMACC initiated a Saturday Career Academy (Career Expo) providing hands-on experiences to expose middle and high school students to DMACC programs that lead to careers in high demand targeted industry clusters (health, legal/law, and information technology).

Western Iowa Tech Community College (WITCC)

WITCC offered a Biotech Institute for Girls, a non-residential, hands-on, week-long summer camp for high school girls who have already finished one year each of high school biology and chemistry. Students gained valuable hands-on experience in DNA extraction, DNA fingerprinting, bacterial transformation, PCR (Polymerase Chain Reaction), protein purification and analysis, and bioinformatics. The participants will be able to share their newly acquired knowledge in biotechnology.

Iowa Western Community College (IWCC)

Iowa Western Community College utilizes multiple recruiting strategies to promote the college and the targeted industry cluster programs it offers.

College Career Fair

Regional employers annually participate in the college's Career Fair. Companies representing manufacturing, health, and information technology positions are active recruiters for graduates and community visitors.

Workforce Investment Act

As an eligible educational provider for WIA clients in Iowa, Nebraska and Missouri, Iowa Western Community College provides information regarding its programs to websites for state agencies. Interested clients and WIA staff can access this information or contact the college directly for personal assistance.

Program Recruitment

- Through the efforts of academic deans and faculty, marketing and promotional presentations are conducted at area high schools and community groups. Cluster marketing brochures have been developed to target general areas such as transportation and agribusiness technology.
- Aviation Technology programs have developed an award-winning brochure that highlights its new facility and degree options. This is distributed throughout the region.
- The college's website links with advising guides that encompass career facts, program of study scope and sequence, and other pertinent information.
- The Learning Resources department showcases career fields in its display area. Tools, student projects, photos, and curriculum materials provide a visual perspective of specific programs.

- “Program Days” are held in conjunction with Tech Prep and Carl Perkins coordinators. Area high school vocational faculty and students are invited to experience the technology and curriculum offered by the college’s career programs.

College Career Day

Nebraska and Iowa area high schools are invited to sessions addressing a broad range of careers. Interest in life sciences and information technology careers continues to grow.

College Recruitment

- Student Services staff conduct recruitment visits to high schools throughout western and central Iowa as well as eastern Nebraska. Signature programs in targeted industries are profiled to interested students.
- Iowa Western Community College was featured in an national television program credit by Pat Summerall Productions.

Southwestern Community College (SWCC)

Recruitment

As part of the Southwestern Community College Strategic Plan, the college admissions and marketing staff has expanded telemarketing efforts to prospective students and increased the number of publications sent to prospective students. Target industry cluster programs were included in the marketing plan as well as programs targeted for increased enrollment of under-represented student populations. Southwestern expanded its prospective database from approximately 1200 names annually to over 7000 names of high school juniors and seniors by purchasing names from ACT. The college increased direct mail marketing from two pieces a year to eight pieces a year. The direct mail pieces are sent to prospective students in parts of Missouri and Nebraska as well as Iowa.

Indian Hills Community College (IHCC)

- Developed a strategic marketing plan for the on-line Health Information Technology (HIT) program that included:
 - Enhanced web page design with access to all program materials.
 - Revised and redesigned on-line HIT brochure.
 - Developed postcards advertising the on-line program for mailing to all Health Information departments in Iowa health care facilities.
 - Designed the Iowa Health Information Management Association (IHIMA) website and secured front-page advertising.
 - Purchased clip caddy and CD advertisements to be distributed to potential students.
 - Attended the Iowa Health Information Management Association convention to market the on-line program.
 - Plan to advertise the on-line program in the July 2006 Adult Education Supplement of the Des Moines Register.
 - Plan to place program advertisements in national health information management professional journals.
- The Advanced Technology division has hosted many secondary schools’ career fairs this past year.
- A two-day technology camp and several computer camps will be offered throughout the summer to stimulate interest in technical careers.

Southeastern Community College (SCC)

Career academy offerings in the Life Sciences area, enable high school juniors and seniors to earn 7.3 college credits in Medical Terminology and Certified Nurse Aide classes.

Planning has taken place for the implementation of career academies in Accounting and Graphic Communications/Information Technology for 05-06. Students will be able to earn eight and nine college credits in those areas, respectively.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative A: Establish a mechanism to identify the two- to five-year projected increases in costs of Iowa's system of community colleges.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

From FY01 through FY05, credit enrollments at the community colleges of Iowa have increased by approximately 25 percent. During these same years, state general aid has actually decreased despite record enrollments. State general aid received a significant boost during the 2005 Session of the Iowa General Assembly. State aid for FY06 will exceed the amount received in FY01 for the first time in the past six years. Another important revenue stream for community college funding comes from local property tax receipts. This source of revenue has not kept pace with enrollment growth and increasing expenses. For example, in FY 1970, local support accounted for 24.6 percent of the operating budget revenue. By FY03, this percentage had declined to 5.8 percent. If funding streams are returned to somewhat more traditional levels, it will become realistic to make financial plans on a multi-year basis.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Association of Community College Business Officers

The Iowa Association of Community College Business Officers continues to represent over 40 individuals from all 15 community colleges, as well as representatives from the Iowa DE. The Officers hold monthly Telenet meetings and meet face-to-face twice a year in September and in May. Listserv is used regularly for ongoing communication. The meetings provide a forum to discuss new issues or to look at ways for improvement. Some activities for FY05 are listed below:

- The Business Officers start each Telenet meeting with an update from the DE.
- The association had a presentation on efficiencies in managing student payment plans.
- Representatives from Moody's Investor Services and from Ruan Securities lead a question and answer session on the meaning of the bond rating, as well as the process for obtaining a rating..
- Representatives from the state auditor's office discussed GASB 39 reporting requirements for foundations and other possible organizations determined to be component units. The auditor also responded to questions concerning reporting of depreciation in the financial statements.
- The Associate Director of the NIACC Pappajohn Entrepreneurial Center gave a presentation on job creation through entrepreneurial efforts.
- A representative from Ahlers Law Firm gave a presentation on the New Jobs Training program, as well as providing a question and answer session.
- The association heard a presentation on the Regional Exchange Access Point (REAP) by a representative from Hawkeye Community College.
- The executive director from IACCT provided the legislative update as to state funding, as well as other community college initiatives.
- The Iowa Educators Consortium presented information on how the community colleges can use their services to help reduce costs.

Community College Responses

Northeast Iowa Community College (NICC)

NICC is in the process of completing a new strategic plan for FY06- FY08. This plan will be intricately tied to the annual budgeting process so that managers can maximize financial and human resources. It is NICC's goal to make the budgeting/planning processes transparent and inclusive for all staff.

All budget managers will have full access to their budgets through Datatel. This new system will allow managers to track actual expenses against budget and will be instrumental in projecting future year costs.

Since a significant portion of expenses is tied to salaries and benefits, NICC works to maintain good relationships with the bargaining units. Recently, the NICC Health Premium Equivalent committee, comprised of four individuals from each employee group in the college—support staff, faculty, and administrative staff, informed the board that they were reviewing several changes in the health insurance program that could save the college approximately 10 percent in health care costs. The college and its employees, through the bargaining process, are currently reviewing these options and suggesting changes to be implemented in the next fiscal year.

North Iowa Area Community College (NIACC)

In order to maximize financial and human resources to fulfill the mission of NIACC, staff have taken a strategic planning process matched against available and anticipated resources to favorably compete on a local, regional, national, and international level. In addition, NIACC has substantially increased its fund-raising activities and outcomes.

Iowa Lakes Community College (ILCC)

Iowa Lakes utilizes a purchase order system, which includes an approval process to evaluate expenditures and is instrumental in projecting future year costs. The college has launched the admissions, accounts payable, financial, human resources, payroll, and student registration portion of DATATEL with all requests to be processed electronically.

The college continued to look for cost saving strategies while providing quality education and support services to students at a reasonable cost. Iowa Lakes realized an increase in student headcount and credit hours. On-line enrollments continued to surpass projections.

Technology & Equipment Committee: This team, comprised of ten members of faculty and administrators, evaluated requests and approved acquisition and reassignment of computers and equipment. The committee provided leadership and efficiency in providing the technology and equipment needed to support classroom and administrative activities in a cost conscious manner.

Significant fiscal commitments for the next two to five years include proceeding with AQIP accreditation processes and full integration/conversion to DATATEL.

Northwest Iowa Community College (NCC)

- **Strategic Planning-**On November 17, 2004, the Board of Trustees approved the 2004/2008 Strategic Plan. The planning process included an extensive environmental scanning process, an analysis of the strengths, weaknesses, opportunities and threats confronting the college, a review and update of the mission, the creation of a vision, and identification of strategic initiatives the college would embrace for the next three to five years.

Following the approval of the strategic plan, the college community developed the 2004-2006 Operational Plan that supports the mission, vision, and strategic initiatives. The Operational Plan aligns with the budgeting process at the college. This planning allows the college to use its financial and human resources efficiently and effectively.

- **Multi-Year Contracts**-The existing three-year agreement with the faculty and support staff associations end June 30, 2006. This was the first multi-year contract, which has allowed the college to better budget for increased expenditures. The college was under a two-year health insurance premium guarantee and was able to negotiate a reasonable third year increase.
- **Technology Planning**-The college has implemented a technology plan and placed all computers on campus into a rotation and replacement cycle that allows projection of future technology costs. The college continues to explore cost savings strategies in group purchasing, service contracts, and consortium agreements.

Iowa Central Community College (ICCC)

Focus Area – Financial Resources

One mechanism used in identifying the two and five year projected increase in costs is through the development of strategic plans. Iowa Central Community College developed strategic plans for the three-year periods 1995-1998, 1998-2001, and 2001-2004 to assess and plan for the use of its financial and human resources effectively and efficiently. The previous strategic plans provided a guide to monitor performance, to prioritize, and to adjust to change in meeting the goals of resource development and allocation. A 2004-2007 strategic plan has been developed to continue to plan and assess the maximizing of financial and human resources in the face of increasing costs.

The monitoring and analyzing of historical budget expense data and actual expense data is the primary mechanism used to identify trends and unanticipated conditions that lead to increases in costs.

Iowa Valley Community College District (IVCCD)

Wages and benefits typically comprise 65 to 70 percent of the expense budget. Within that category, the collective bargaining settlement trend, cost of health insurance, and amount of state aid provided to IVCCD have the most direct effects on financial resources, and correspondingly on human resources. The cost of health insurance has a direct effect on the wage component of the settlement agreement. The higher the insurance increase, the lower the wage increases. Tuition remains the only direct variable controlled by the college, absent adequate state aid and minimal growth in property valuations. Although increases in enrollment have increased overall tuition receipts, changes in state aid funding favoring high-enrollment districts have reduced the increase to IVCCD. The balance of IVCCD's cost increases is driven by inflation and growth in programming or services.

IVCCD already maximizes the limited financial and human resources available. The tuition rate is among the highest of the community colleges. The property taxes are also among the highest, both in terms of the tax rate per \$1000 of valuation and in terms of the utilization of fixed and variable rate levies. Only the general obligation bond is not utilized. Because the tax base is small compared to other peer groups, higher tax rates do not necessarily generate higher tax revenue.

IVCCD has and will continue to use cost containment as a tool to both control and plan for increased costs without adversely effecting quality. At the same time, the college believes a better strategy with regard to long range planning of cost is to concentrate on resources that will be needed to cover these costs. They are driven from need and inflation, as well as settlement trends. State aid is no longer reliable even within a fiscal year, much less into the future. There is a history of de-appropriations that is more predictable than adequate funding. Grants become a useful tool in addressing specific local needs. Partnerships with business and industry, K-12, privates, regents and other public agencies help maximize limited resources and avoid duplication. Local capital campaigns and passage of a general obligation bond are options to consider, but are unpredictable and difficult to count on for continuing operation. Marketing is an important aspect, which communicates to our students and community the opportunities available.

Hawkeye Community College (HCC)

- Community college business managers meet monthly with the DE to gain information on how to forecast into the future.
- List serves are set up for business and personnel managers across the state to know where faculty contracts are being settled and for how long.
- The college's finance managers attended national conferences to learn the trends in community colleges spending in the next two to five years and where to possibly save money.
- The Iowa Association of Community College Trustees (IACCT) office provides updates and forecasts of financial expectations affecting community colleges in the next two to five years.
- The largest known variable for each college is that 75-80 percent of the total operating budget is salary and wages. Insurance expenses are the major uncontrollable variable.

Eastern Iowa Community College District (EICCD)

While EICCD has not established a mechanism to identify two- and five-year projected increases in the costs of Iowa's system of community colleges, its own fiscal accountability is ensured by 1) monthly and yearly reports to the elected Board of Directors, 2) operating procedures with clearly defined restrictions of access to information, 3) signatory authority on check requisitions and purchases, 4) defined bidding processes, 5) compliance with governmental and sound fiscal practices, 6) legal counsel, and 7) yearly audits of finances by a third party. Additionally, EICCD complies with all its regulatory requirements and is subjected to regular audits from its accrediting and credentialing bodies, Immigration Naturalization Services (INS), state and federal agencies, and OSHA to ensure student and stakeholder interests are protected. Because of its efforts to hold down administrative costs, and continuous quality improvement efforts, EICCD has been able to maintain the lowest per hour credit tuition of the community colleges in Iowa.

Kirkwood Community College (KCC)

The budgeting process has become increasingly difficult to manage because of the declining revenues received from state general aid since FY 01. Kirkwood's continued enrollment growth, coupled with declining state general aid, has resulted in the increased use of adjunct and part time faculty to meet growing instructional demand. Forty-two percent (42%) of all credit course sections are now taught by adjunct and part-time faculty at Kirkwood. Health insurance costs also continue to increase dramatically and projecting those cost increases is increasingly difficult to do. As the college adds additional instructional space, utility costs also continue to increase.

Because of the unreliability of state general aid support in recent years, cost containment has become the norm. Until the state provides adequate and equitable funding to Iowa's community colleges, budgeting will by necessity need to be managed on a year-to-year basis. Projecting increased costs only becomes an effort in futility. The college needs to focus their efforts on securing increased, consistent and equitable funding for our community college system.

The college uses a standard budgeting process to estimate future budget revenue and expenses. That process has served the college well as the financial condition is very sound at this point in time.

A local watch dog group who conducts efficiency ratings for most of Iowa's publicly funded organizations and institutions has declared Kirkwood to be the most efficient public entity they have analyzed to date. Kirkwood is receiving only 73 percent of the average state general aid per FTE as the other colleges, yet is maintaining its tuition at the second lowest level in the state.

As a result of the \$9.8 million state general aid appropriation for FY06 and the use of a new state general aid distribution formula developed by the community college presidents, the college will be able to address many of the problems referenced above.

Kirkwood has developed a facilities master plan through 2020. Based on the needs identified in the plan, the colleges continued dramatic growth and the fact that the college has fully committed its plant fund levy through 2010, the college is planning on placing a \$25 million dollar bond issue on the September 2005 school election ballot. This will be the first time the college has sought voter approval of a bond issue.

Des Moines Area Community College (DMACC)

Increases in costs are driven by changes in salaries and the demand for new programs. DMACC faculty and support staff is affiliated with the Iowa State Education Association and changes in salary and benefits must be negotiated and settlements must be made near the statewide average. The existing two-year agreement with the faculty ends on June 30, 2005. In May of 2005, the college and the faculty agreed upon a new three-year contract. Having in place the multiyear agreement will allow the college to better budget for expenditures in the later years of the contract.

After consideration for the need to maintain and/or improve the quality of instruction and the need to offer courses required for timely graduation, the college will continue to monitor average class size to assure the optimum level of performance. The college continues to invest in technology, which allows the non-teaching staff to perform more efficiently.

The Curriculum Commission will continue to screen proposals for new programs and to evaluate their need against the ability of students to benefit from them.

Western Iowa Tech Community College (WITCC)

The college continues to have difficulty projecting increase in costs due to fact that too many variables are unknown. The college does not know what will happen with state funding or what will happen with the different bargaining groups as well as the health insurance increases. The college continues to monitor the financials to determine how to most efficiently operate.

Iowa Western Community College (IWCC)

Multiple variables impact operational costs at the institution. The college has made a concerted effort to predict costs and to develop strategies to minimize cost increases.

Cost Control Strategies

- Iowa Western Community College utilizes the strategic planning process to develop assumptions about economics, business and industry growth, population projections, and their vital elements.
- The college utilizes historical data as well as environmental scanning to project future costs. Individual program costs are also studied. Five-year trend lines for each career and technical program are extrapolated to project fixed costs vs. enrollments and direct revenues.
- Low enrollment and declining programs undergo intensive review to ascertain future potential.
- Human resources, staff positions and services are reviewed annually to validate the efficiency of the organization. Internal controls assist in maximizing course enrollments, improving faculty productivity and student services without compromising educational quality.
- As staff vacancies arise, the college evaluates the position, reviews the job description, and determines whether to refill the position or redesign to address more paramount needs.
- Technology advances such as the purchase card systems, on-line registration, on-line book ordering, and on-line student evaluation of instruction, have eliminated the need for high turnover positions resulting in cost savings.

Southwestern Community College (SWCC)

Budget and Financial Planning

Southwestern Community College recognizes the importance of being good stewards of our public funds. Although the state aid base has remained undependable and recent years have been fraught with budget cuts, the college makes a concerted effort not to avoid costs in the short term that would jeopardize the long-term financial health of the college. Financial decisions are made with the mindset to consider both the predictability and flexibility of our costs. It is imperative that SWCC remain able to respond to changes in the environment and the ever-changing needs of the community. Since a significant portion of expenses are tied to salaries, the college works hard to maintain relationships with the bargaining unit to identify trends and set goals in order to forecast salaries. Although fringe benefits such as health insurance can be very volatile, SWCC has made changes in the plan nearly every year and have implemented initiatives in order to minimize these fluctuations. Contracts, preventative maintenance, and equipment replacement schedules are all utilized with the goal of minimizing expenses, yet keeping them predictable and consistent.

Indian Hills Community College (IHCC)

With an average of 75-78 percent of expenditures tied to salary and fringes, the labor force supply and demand along with rates of inflation dictate pay raises and thereby the increased costs of operation. Generally speaking most fiscal years have required a 4 percent increase in overall expenditures to maintain educational services at the same level.

On the revenue side, state funding, providing nearly half of the community college revenue, remains unpredictable until the Iowa legislature adjourns in late May and even beyond in the case of de-appropriations.

Southeastern Community College (SCC)

Southeastern Community College is implementing a new Enterprise Resource Planning (ERP) system titled Datatel. The Datatel ERP system includes Finance, Human Resources, and Student Services modules that collect and store critical data. This system will allow SCC to maximize the efficiency of the business processes, provide quick access to reports, and allow the college to access important data from all facets of the organization. One of the main benefits of the ERP system is provide an analysis of critical data to ensure the college is aligning with the priorities of the institution. This will ensure the college is competitive on a national and international level.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative B: Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.

Department of Education Response

Tuition and Fees Reports - Tuition and Fees Reports are issued every year. The report compares, on a college-by-college basis, the tuition and fees charged. The report also compares Iowa's community colleges to national figures. Limited financial aid data are included in the Condition of Community Colleges Report. Both reports are available at the DE's web site at www.state.ia.us/educate/ccwp/cc/reports.html.

Iowa Association of Community College Presidents (IACCP/ Iowa Association of Community College Trustees (IACCT) Response

Tuition and fees, as a percent of general fund revenue, continues to exceed state aid as a source of income for Iowa community colleges. Levels of state support will increase during the FY06. These increases will tend to soften the extraordinary tuition increases that have been necessary during the past few years because of dramatic decreases in state general aid.

If the community colleges of Iowa are to fulfill the extremely important role of solving the ever-growing shortage of high-tech skilled workers, significant increases in the state general aid must continue for the next several years.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Community College Chief Student Services Administrators (ICCCSSA)

Each fall and spring, the ICCSSA share the expected tuition increases across the state for their respective institutions. At the fall 2004 meeting, the group discussed the number of students loans now being issued at each school and shared whether or not any schools were processing credit checks on loan applicants before determining eligibility – it was reiterated that this is not allowable per federal guidelines.

Community College Responses

Northeast Iowa Community College (NICC)

- **Tuition**—The Board of Trustees for NICC reviews the budget and state aid support and confirms tuition and fees for the coming year. Prior to approving rates, the board compares the tuition and fee rates of other community colleges and four-year institutions and attempts to set the tuition rates as low as possible.

- **Foundation Fund Raising**—NICC annually increases the amount of scholarships and match given to students and programs such as increased loan lending and Dollars for Scholars. In 2004, the NICC Foundation reached \$1.3 million in assets. Last year, the NICC Foundation dispersed \$270,532 in scholarships to its students. Overall a record \$887,275 was dispersed to support the activities and students of NICC.
- **External Funding**—NICC continually tries to secure sources of funding for program support and operation that will assist in keeping student costs to a minimum.
- **Dollars for Scholars**—NICC has been instrumental in working with its K-12 school districts to develop Dollars for Scholars programs for graduating high school seniors. This has been a source of aid for many students. NICC has assisted nearly 800 Dollars for Scholars recipients by adding approximately \$200,000 to their local awards since joining Dollars for Scholars in 1990.

North Iowa Area Community College (NIACC)

- **Tuition Study:** A tuition comparison report is prepared every year identifying the cost of tuition and fees at all Iowa community colleges as well as the Regents institutions. NIACC's goal is to remain in the middle range compared to other community colleges and to widen the difference between community college and Regents tuition and fees. The Student Senate is asked to represent the students opinions about tuition increases. Information is prepared for them, which identifies increases in Pell grants and other forms of government assistance. NIACC's goal is to keep tuition increases below the increase of federal grants.
- **Scholarship Support:** In addition to federal support for students, scholarship support through the NIACC Foundation has increased over time by aggressively pursuing donors who may be inclined to endow a scholarship in their name. Fund raising through the athletic department has also increased so more scholarships may be provided to student athletes. Presidential and trustee scholarships (automatically awarded through ACT scores) are now renewable by maintaining a certain grade point average.
- **Accelerated Career Education (ACE):** NIACC has taken advantage of special funding opportunities offered through the Student Support Services grant, and through the state's ACE program.

Iowa Lakes Community College (ILCC)

Finance –

- Continued to investigate cost reduction and efficiency measures.

Institutional Advancement –

- Partnered with an outside investment management firm to broaden earnings potential.
- Increased the number of scholarships and funds available to Iowa Lakes Community College students and programs.
- Continued to increase the number of scholarship applicants through mailings, counselor contacts, community awareness and the Iowa Lakes website.
- Assisted students in realizing their educational goals by increasing the number of scholarships awarded.
- Expanded student scholarship opportunities by establishing awards in memory/honor of noteworthy individuals, businesses or organizations.

Northwest Iowa Community College (NCC)

- **Tuition**—The Board of Trustees approved an \$8.00 increase in tuition for FY05. In FY04 students were paying \$84.00 per semester credit. Among the community colleges in Iowa, NCC's \$84.00 per semester credit was very close to the state average of \$85.69 per semester credit. There were five community colleges that were below NCC's \$84.00, and nine colleges were above NCC's tuition. Based upon a survey of Iowa's community colleges, an \$8.00 increase in tuition placed NCC at the average tuition per semester credit hour among community colleges in Iowa.
- **Financial Aid**—Northwest Iowa Community College continues to work with students to provide them with quality financial aid packages that include, state and federal grants, as well as several scholarship

opportunities. State and federal financial aid is not keeping up with growth in tuition and fees. From 2000-2001 through 2003-2004 total student loan volume has increased by 50 percent. Officials anticipate an increase for 2004-2005.

- **Scholarships**—Through the third quarter of the 2004/2005 academic year, \$158,494 in scholarships were awarded through the NCC Foundation. As of the end of the third quarter, this is an increase of 2.9 percent over the entire 2003-2004 academic year. Sources included the Shaping Futures Campaign named Scholarships, College Administered Scholarships, and independent scholarships. The TRiO program awarded \$20,250 scholarships for the 2004/2005 academic year.

Iowa Central Community College (ICCC)

Focus Area – Physical Resources

Iowa Central Community College's 2004-2005 tuition is the second lowest among community colleges in the state of Iowa. It is Iowa Central's goal to maintain a low tuition rate for students to have access to low cost education. Coupled with financial aid in the form of grants, scholarships, and low interest loans, along with low tuition, Iowa Central is competitive not only at the state level, but at the national and international level.

The college has expanded the number and amount of scholarships to assist students.

<u>Year</u>	<u>Number of Awards</u>	<u>Amount</u>
1998-1999	821	\$340,262
1999-2000	870	\$557,009
2000-2001	1,145	\$587,493
2001-2002	1,010	\$519,717
2002-2003	1,027	\$552,256
2003-2004	1,079	\$563,965

Iowa Valley Community College District (IVCCD)

While state funding declines have made it necessary to increase credit tuition, IVCCD is making every effort to keep costs reasonable and remain consistent with the state community college average. Student service personnel are expanding their outreach to students and parents in need of assistance with filing for financial aid. The colleges' foundations are also diligently seeking scholarship donations to help ease the financial burden on IVCCD students.

Every effort is made to keep tuition increases to a minimum and in line with what financial resources are available. IVCCD staff continually strives to increase the pool of scholarship funds that can be offered to students. Each financial aid package to students is customized to ensure that funds are distributed equitably so that access to higher education is within the reach of every student.

IVCCD received a \$10,000 default prevention grant from the Iowa College Student Aid Commission (ICSAC) to assist in providing programs on campus to enhance students' knowledge of financial aid programs available to them to assist locating alternatives to increasing student loan debt.

Hawkeye Community College (HCC)

- Continuously reviewed and re-examined tuition costs in view of current state funding projections and in an effort to keep educational access affordable. Hawkeye Community College's tuition was at the high end of the scale when compared to other Iowa community colleges in 2001. In 2005, it will be mid-range.
- Increased the number of scholarships available to students.
- Standardized the foundation's scholarship application and selection process and changed awarding of scholarships to twice a year rather than once a year.

- Awarded foundation scholarships in a timely manner to be included as part of the initial financial aid package.
- Continued to improve outreach activities to educate students of financial aid policies and procedures, scholarship availability, and other aid related information.
- Developed informational materials to inform current and potential students of financial aid resources as well as increasing their knowledge of guidelines and requirements for receiving financial aid.
- Placed financial aid information in various locations around campus.
- Continued debt counseling with students and assisted them with the development of a yearly expense budget.
- Evaluated leveraging options of grant programs to assist as many needy students as funding will allow.
- Offered alternative loan options to students with debt counseling requirement.
- Funding from the Iowa State Loan Liquidity Corporation. in the amount of \$5,000 for the service of a web designer to assist in the development of a financial aid website that is user friendly.
- Funding from the Iowa College Student Aid Commission in the amount of \$15,000 for a Default Reduction Grant will enable the development of a Loan Exit seminar and brochures, hiring of a default manager to coordinate, train, and supervise the program and hiring of assistants to personally call students entering repayment.
- Outreach activities include scholarship information and applications through the financial aid department during students visit days (Focus on Fridays) and increased communication between the foundation office and college recruiters. The scholarship application is now available on the college website and questions concerning scholarships can be answered through the college website. Letters of recommendation are now also received via email.
- Hawkeye Community College uses a campus-wide communication system called Comlink to distribute information across the campus. The financial aid department has expanded use of this system to communicate both the availability of financial aid for students and to explain students' responsibilities once aid is received, including scholarships available, application procedures, attendance requirements, and student repayment responsibilities.
- The financial aid department has increased its outreach to students who are off-campus students and would thereby miss the on-campus communication efforts.
- The college's foundation implemented a common application process for all institutional scholarships. This reduces the number of times a student needs to file scholarship applications and it makes the award process more uniform and equitable.
- The next step of simplification of the application process will be to provide an on-line scholarship application. That process is currently in development.
- The new Datatel computing system implemented has allowed improved and expanded communication with students concerning their financial needs.

Eastern Iowa Community College District (EICCD)

Tuition costs are reviewed *vis-à-vis* local and state support. Business and district processes are evaluated continually to contain costs without compromising quality in services. When positions open through retirement, reassignment, or attrition, positions are re-evaluated before filling.

Additionally, the district actively searches and obtains other funding sources such as federal and state grants, through regional business partnerships as well as from other agencies in addition to the federal and state financial aid opportunities for students to assure continued access for all students. One of the new EICCD 2005-2010 strategic plan goals is alternative revenue sources. A major five-year initiative will begin after presentation to the Board of Trustees in June 2005.

Kirkwood Community College (KCC)

The college will again be forced to raise tuition by \$6 a credit hours this coming year to cover costs and enrollments that are growing faster than state general aid support. Tuition income now represents 60 percent of Kirkwood's general fund revenue stream with state general aid at 31 percent. Kirkwood's tuition, however, is the second lowest of Iowa's fifteen community colleges and the college is committed to remaining in the lower quartile of community college tuition rates.

In FY04, 50.3 percent of Kirkwood's students received some form of financial aid assistance. Federal financial aid programs provided \$33,124,041 in support. All student financial aid totaled \$42,746,574. Of that amount, the Kirkwood Foundation provided \$820,000 in financial assistance to 621 students in FY04. This came from 216 internal scholarship funds. The Kirkwood Foundation continues to make student financial aid its highest priority, especially for those students in greatest need.

Kirkwood is managing a National Science Foundation grant that provides \$90,000 in scholarship support for students with demonstrated financial need planning to study computer science, engineering, or mathematics.

Des Moines Area Community College (DMACC)

DMACC's low tuition, open admission, commitment to diversity and financial aid has provided access and opportunity to thousands of Iowans. Community college tuitions are on the rise; however, tuition remains much lower than at four-year institutions. DMACC officials continue to advocate for low tuition and quality curriculum in the Iowa legislature.

Students are pursuing occupational and technological programs for the most part, but many are choosing to transfer to four-year institutions and it is imperative that DMACC continues to be affordable and accessible. The President and college trustees analyze and forecast often the economic and political climate of the state, and as a result keep the rising cost of tuition and dwindling federal aid on their agendas.

The DMACC leadership understands that industry leaders are looking for students with the skills to succeed in their work environments, and as a result will continue to foster relationships with state and local governments. It is becoming more or more difficult to keep college affordable and available financial aid plentiful enough to ensure continued access for students of all income levels. However, administrators will continue to lobby for equity in financial aid funding at the appropriate state, regional and national levels.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech Community College revisits its sources of revenue yearly in order to derive tuition and fee amount. The goal is to remain to be at the tuition median among all Iowa community colleges. Last year, the college was above that point. It is anticipated WITCC's tuition increase will be comparable to the increases of other community colleges.

Iowa Western Community College (IWCC)

Tuition Management Strategies

- Iowa Western Community College annually assesses the impact of tuition and fees on budgets. Budget options and variances are shared with the Board of Trustees. The board and administration critically examine all revenue and cost projections prior to determining tuition rates. The goal is to minimize tuition and fee increases after thoroughly examining all options and impacts on programs and services.
- The college aggressively develops new programs to attract students. Increasing enrollments generates tuition revenue that helps offset increases in other fixed costs incurred by the institution.
- Concurrently, Iowa Western pursues alternative sources of revenue to supplement tuition, and state and federal revenue streams. Faculty and staff pursue grants to fund academic activities and student services.

- The IWCC Foundation has sponsored numerous events to generate revenue for scholarships, equipment and supplies. The Black Tie Scholarship drive, the Balloon Faire, golf outings, program raffles, the Reiver's Women's walk and similar fund raisers are examples of events conducted.
- The college has strategically established a goal to increase the endowment for scholarships. Every stakeholder of the college is involved in scholarship and fundraising. During this past year, \$940,708 was directly awarded to 774 students through the IWCC foundation.
- The Business office has implemented the FACTS (Fast Automatic Cash Transfer System) tuition management payment program to enable students to pay college costs in an expeditious manner.
- The Financial Aid office sponsors information nights at various locations to provide parents and potential students with general information on federal financial aid, the real costs of education, scholarship sources, and student loan programs.
- A major gifts campaign has been planned to increase the endowed scholarship fund for future students.

Southwestern Community College (SWCC)

Tuition Costs and Financial Aid

Southwestern Community College reexamines all revenue sources and cost saving measures before considering tuition increases as a last resort. The Board of Directors takes this role very seriously to ensure that access to higher education for southwest Iowans is affordable.

- The college has applied for funds provided through the Accelerated Career Education program every year. Part of this program includes making scholarships available through private business partnerships.
- Student Support Services grant provides scholarships every year.
- The financial aid department continues its efforts to educate students on their scholarship, grant, and loan opportunities as well as refer students to other entities such as Vocation Rehabilitation, and Workforce Investment that provide students with financial assistance to pay for college expenses to ensure that students of all income levels have access. The financial aid department assists students with the process of applying for and receiving state and federal aid.
- The college is currently in the final stages of wrapping up a successful major gifts campaign with scholarship endowment as one of the main initiatives. The college has increased scholarship opportunities and developed a webpage devoted to scholarships with all applications on-line. The college has increased publicity for the scholarships through advertising, newsletters, and direct mail.
- Trustee scholarships provide free tuition and fees to all valedictorians and salutatorians. The college has an increase in the number of students accepting this scholarship since its inception in 2000.
- Every effort is made to minimize tuition increases. Even though tuition has outpaced inflation, it is not because our costs have outpaced inflation. Forty-five percent of revenue comes from state aid, which for FY05 is 5.5 percent less than FY01. Tuition, which represents just 38 percent of revenue, has had to compensate for the lack of state aid in order to just keep pace with inflation.
- The college has implemented a new tuition management program in the fall 2003. This program allows students the option to pay on-line anytime, 24 hours a day by using a credit card, checking account, or savings account. The students have more options for making payments and can now choose to pay over 10 months.
- Southwestern Community College is the grant recipient of an Educational Talent Search (ETS) program funded by the Higher Education Act of 1965. This program is available to encourage and assist students to enroll in a postsecondary school of their choice. One aspect of the program is to help high school students of all income levels pursue an education by providing them assistance in searching for scholarships and financial aid and assistance in providing the information and completing the forms.
- One hundred percent (100%) of all bookstore profits are spent on scholarships for students.
- For the 2005-2006 school year, the college will offer a new Collegiate Scholarship to any student that graduates in the top 15 percent of their high school class of 2005.

Indian Hills Community College (IHCC)

Tuition costs are thoroughly examined at least once each fiscal year before rates are recommended and established by the Board of Trustees. With tuition providing an ever-increasing portion of the operating revenue (currently 42 percent), tuition rates have a direct correlation to the increase in state aid available for the next fiscal year.

Obtaining necessary financial assistance for students is always being pursued. The college strictly adheres to federal regulation in awarding and delivery of financial aid to assure programs and students receive all assistance for which they qualify. The college development office works with the IHCC Foundation to conduct fund-raising and prudent investments to fund student scholarships.

Southeastern Community College (SCC)

SCC continues to offer quality education at an affordable price, even as state funding is lower than 2000 totals. In-state tuition, upon approval by the Board of Trustees will be \$97 for the 2005-2006 school year.

- The SCC Foundation provides more than 400 scholarships annually totaling more than \$220,000. Contributions to the foundation, include several lump sum or planned gifts:
 - \$10,000 – R.J. Hartman – to establish an endowed scholarship fund for GED graduates.
 - \$7,000 per year - Joseph A. & Florence E. Concannon Estate- estate earnings that fund two annual full-ride nursing scholarships.
 - \$20,000 – Grace Dame Estate – to establish an endowed nursing scholarship fund.
 - \$103,000 – Marion Schmidt Estate – to add to her existing endowed nursing scholarship fund and to establish two new endowments: baseball and softball programs.
 - \$15,000 – James H. Berning Estate – to establish an endowed nursing scholarship.
 - \$2,150 – Sharleen Birkenstock Estate – to establish a restricted nursing scholarship.
 - \$23,000 – Edyth & Clem Bresch – to create an endowed scholarship for nontraditional students.
 - \$5,000 – J.H. Krichel, DVM, Estate – to establish an endowed medical health scholarship fund.
 - \$5,000 per year – Burlington Kiwanis Club – to fund five annual scholarships.
- Successful grant proposals have contributed \$852,819 into the college's operating budget; the grants were restricted for a designated purpose, including:
 - \$2,000 – NAFSA: Association of International Educators - to integrate 16-20 international students into U.S. and community life, increasing their English proficiency, foster cultural exchanges, and provide job shadowing opportunities.
 - \$1,000 – USBancorp – for a student revolving loan fund for GED test takers.
 - \$2,000 – John H. Witte Foundation – for grant writing services for the Southeast Iowa Center for Multiculturalism.
 - \$2,500 - Burlington Fine Arts League – for Artist in Residence for new Show Choir program.
 - \$5,000 – Burlington Fine Arts League – to purchase choir robes.
 - \$1,750 – Burlington Fine Arts League –to purchase a second kiln for the art department.
 - \$338,569 per year - USDE TRIO Student Support Services program – to continue funding a joint partnership between Carl Sandburg College and SCC.
 - \$204,000 per year – USDE TRIO Talent Search program – continuation funding to improve retention, reentry and graduation rates of 5th grade and older eligible students at 19 schools and to increase postsecondary enrollment and reentry rates of eligible students.
 - \$1.48 million over 5 years – Iowa Community College On-line Consortium (ICCO) of which SCC is a part – to significantly enhance training opportunities for new and “seasoned” on-line instructors, to fund a student services “concierge” to improve user service, and to simplify the process students use to access library reference materials.

In addition to foundation scholarships and local, regional, and national grants assisting SCC students, the college has continued to enhance the opportunities for students to attend SCC through athletic and fine arts scholarships. For the 2004-2005 academic year, \$146,550 and \$20,000 were available for athletic and fine arts scholarships, respectively.

Finally, in order to provide the opportunity of student loans to a greater number of students, SCC's Financial Aid office has discontinued processing credit checks on financial aid applicants in order to determine loan eligibility. With this change, students are no longer denied access to student loans based upon their personal credit history.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Department of Education Response

Community College Funding - Comparative financial information is included in the Condition of Community Colleges 2004. Included in this information is the calculation of Full-Time Equivalent Enrollment (FTEE). The funding formula utilizes FTEE in the distribution of new monies in the State General Aid Funding Formula.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

The President's Funding Committee developed a new formula for the distribution of state general aid. This formula was ultimately adopted by the Iowa Association of Community College Presidents (IACCP)/Iowa Association of Community College Trustees (IACCT) and utilized by the General Assembly in the distribution of the state general aid appropriation for the FY06. This distribution formula is designed to recognize the extraordinary growth experienced by several of the colleges, while at the same time providing continuing support for all 15 community colleges.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative D: Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

Consistent funding is necessary for Iowa's community colleges are to develop compensation packages for faculty and professional staff that are commensurate with the national average.

It should also be noted that each college negotiates its own salary package. The Iowa Association of Community College Trustees (IACCT) and the Iowa Association of Community College Presidents (IACCP) have no formal authority over this process.

Other states are also struggling with financial challenges relating to paying competitive salaries for professional positions. Consequently, the competition from other states' community colleges is not as an imposing issue as it could be. Iowa community colleges continue to struggle in the attempt to compete for faculty with the private sector.

System-Wide Responses Contributed by Community College Liaison Groups

Human Resource Directors

Human Resources staff members from the 15 Iowa community colleges and the Iowa DE Human Resources representatives regularly discuss common issues affecting community colleges and their employees. The group met on Thursday, April 21, 2005 at the annual Iowa Association of College and University Business Officers (IACUBO) and Iowa College and University Human Resources Association (ICUHRA) meeting in Ames. Representatives from the Iowa DE were in attendance at the meeting.

The group makes daily use of an e-mail discussion list to communicate with each other. During FY05, the group continued to discuss implementation of the statutory quality faculty plans. The group enjoys an exchange of information and discussed several other topics during the year. These topics included but were not limited to:

- Datatel implementation.
- State of Iowa's MIS report.
- Integrated Postsecondary Education Data System (IPEDS) and other global surveys.
- wage and benefit surveys for Iowa community colleges.
- insurance packages.
- bargaining/negotiations.

- affirmative action plans/equity surveys.
- employee handbooks/personnel policies.
- diversity initiatives.
- performance evaluations.
- staff development.
- drug testing.
- tobacco-free campuses.

At the April meeting, Nancy Noth, Associate Executive Director of Human Resources at Des Moines Area Community College (ncnoth@dmacc.edu) was elected chair of the group for May 2005 through April 2006 and Margi Boord, Director of Human Resources at Iowa Valley Community College District (Margi.Boord@iavalley.edu) was elected secretary of the group for the same time period.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative E: Seek support from business and industry for program development and student assistance.

Community College Responses

Northeast Iowa Community College (NICC)

- **John Deere**—NICC has one of the largest John Deere public-private education partnerships on its Calmar campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program.
- **Weld Center in Manchester**—With the input of several major employers, NICC and West Delaware found the financial backing and demonstrated interest to develop a welding center at West Delaware High School. During the first year of operation, the center will be utilized primarily for training workers for local business and industry, with the hope that a successful first year may allow for expansion. Area businesses donated enough welding apparatus to supply a 12-station work area in the Weld Center. Additionally, the city of Manchester donated welding curtain and paid for the Weld Center's electrical work.
- **Advisory Committees**—Time and expertise of business and industry representatives involved in program advisory committees contribute greatly to curriculum development and changes.
- **President's 50/50 club**—NICC's president, Penny Wills met with fifty business and community leaders from each end of the district. During these visits, the president had the opportunity to gain additional support for the college as well as a broader understanding and appreciation for the college's endeavors.

North Iowa Area Community College (NIACC)

- **Increasing Access through Scholarships:** Over 200 NIACC students benefit each year from NIACC Foundation scholarships made possible through the generosity of individuals, organizations, and businesses. Numerous local companies help increase North Iowans' access to higher education through their annual and endowed gifts. The first NIACC Foundation Scholarship Recognition Luncheon was hosted in October 2004, successfully bringing together scholarship recipients and donors. The need for scholarships is great and preparations are being made to launch a fundraising campaign designed to significantly grow the NIACC Foundation scholarship endowment.

The NIACC Foundation is working closely with area attorneys, accountants, financial advisors, and other professionals to develop a planned giving program to enhance financial support for NIACC programs and NIACC students. The Foundation will host a CEU class for this audience in the fall of 2005.

- **Enhancing Cultural Opportunities in North Iowa:** Each year, the college brings a myriad of cultural opportunities to North Iowa through the NIACC Performing Arts and Leadership Series. The series, which features a diverse lineup (from Broadway musicals and children's productions to hot new artists and Nobel Peace Prize winners), is made possible through grants as well as sponsorships by more than 15 local businesses. The North Iowa Community auditorium, home of the series and countless community performances and activities, is undergoing a \$1 million renovation thanks to the generous support of area foundations, banks, and businesses.

- **Program Support:** NIACC works closely with area employers to help meet their human resource and training needs. Following a series of meetings with area manufacturing companies last year, NIACC plans to introduce a new pre-employment training program for them. Employers from North Iowa and beyond are represented by hundreds of individuals who serve on program advisory committees across the college. Most take this responsibility quite seriously and actively support NIACC in a variety of ways. The Contractors Advisory Association, which provides direction to the NIACC Building Trades program, for instance, has created a financial assistance agreement to enable a contractor to repay a portion of a student's educational costs after the student has completed the program requirements. Many instructional programs at the college are the beneficiaries of non-cash gifts. Last year, ten companies contributed resources to NIACC's Agriculture programs, five companies supported NIACC's Information Technology programs, and the NIACC Automotive Service Technology program received vehicles, equipment, and a \$10,000 gift certificate to accompany its national recognition.
- **Instilling Confidence and Pride in NIACC:** Initiated to increase understanding and appreciation for College programs and goals, the VIP Visits with the president brought more than 50 business leaders and others to campus throughout the year.
- **Supporting Business Development and Growth:** NIACC is taking a leadership role in promoting regional economic development. The John Pappajohn Entrepreneurial Center (JPEC) at NIACC and its partners are heavily involved in business cultivation and development, support services, and youth programs. Through JPEC, current and aspiring business owners in North Iowa have access to over \$2.95 million in Venture Capital Funds. JPEC received financial support this year from the Iowa Department of Economic Development (when it was named one of the state's initial Business Accelerators) and from the U.S. Small Business Administration (to complete the planning for a regional business incubator to take advantage of existing entrepreneurial support).

NIACC and the Workforce Development Center are conducting a regional labor shed analysis and regional cluster analysis in cooperation with employers and every Economic Development Corporation (EDC) in the region. The labor shed will replace the nine separate, narrowly-focused and dated labor sheds and will better demonstrate North Iowa's potential to business prospects. The cluster analysis will help in the identification of regional strengths and competitive advantages. These analyses will serve as important tools for the region's future economic growth.

Iowa Lakes Community College (ILCC)

Program Support –

- Implemented several grant projects that focused on program enhancements and curriculum development.
- Increased the level of private donations through “*We Believe in Us*” capital campaign and other institutional advancement sponsored activities.
- Advisory committee members provided many hours of support in assisting with program improvement and recommendations.

Student Assistance –

Institutional Advancement –

- Increased the number and amount of scholarships and funds available to Iowa Lakes Community College students and programs.
- Expanded student scholarship opportunities by establishing awards in memory/honor of noteworthy individuals, businesses, or organizations through generous donors.
- Partnered with the financial aid department to distribute scholarship funds.
- Sponsored scholarship golf outings in all five counties.
- Continued to explore additional fundraising events for student scholarships.

Northwest Iowa Community College (NCC)

- **Advisory Committees**-Time and expertise of business and industry representatives involved in program advisory committees contribute to curriculum development.
- **Program Development**-Northwest Iowa Community College (NCC) started conversation of the development of a radiological technology program almost two years ago as a result of local interest in this program from area health care facilities. During the period of discussion on the program's development, the health care facilities were highly supportive, committing their time, the time of their staff, future use of facilities and scholarships.
- **Construction**-A new program in Construction Technology and the reinstatement of the Carpentry program has been recommended and approved for the start of the 2005-2006 school year. This program is a direct result of the efforts of the Alton Economic and Builders group, who saw the need for more trained employees in the building trades area.
- **Program Equipment** -NCC has many equipment intensive programs. Advisory committee members and area business and industry people recognize a need for trained employees with skills on current technology. Their interest in the success of the instructional program addressing this need, combined with their connection with industry, results in the donation of equipment or equipment being sold to the college at a significant savings. Some examples of donations for this past year are the following:

Duane Boyer, AmeriTherm RF Power Supply, \$6,000.00

Harbor Consulting Group, Facilitating Foundation Strategic Planning Session, \$750.00

M & M Environmental Service, Textbooks, manuals, and other printed material about water distribution, and water and wastewater treatment, \$500.00

Sturdevant's Refinishing Supply Center, Sheet metal body panels, \$11,003.06

Process Measurement Company, New instrumentation equipment, \$8,792.07

Wells' Dairy, Inc., Nineteen AC drives, \$3,000.00

K.F. Murphy Co., Portion of annual Foundation audit, \$1,100.00

Pluegers Body Works, Five engine cores and one transmission, \$800.00

Jeffrey Huckfelt, 1985 Dodge Aries, \$350.00

Productivity Inc., Inserts, tooling, and milling cutters, \$2,657.14

Kathy Brock, 1989 Chevrolet Celebrity Wagon, \$2,100.00

Rebecca Todd, 1986 Dodge 600 sedan, \$300.00

Osceola Community Hospital, Picker Galaxy 600 Radiography Lab equipment, \$2,000.00

Eaton Hydraulics Corp., Miscellaneous equipment, \$313,640.00

H.G. Klug Co., Miscellaneous equipment, \$7,795.00

Lessard Contracting, Inc., International TD-20 dozer, \$7,500.00

Hentges Oil Co., Fuel tankwagon, \$4,500.00

Wells' Dairy, Inc., Three panelviews, two SLC 500 input cards and one analog input card, \$3,500.00

Process Measurement Co., chart paper, \$162.50

Hamill Motors, 121 video training programs and eight used gas engines, \$2,000.00

Crawmer Electric, Inc., Rotor zip tool, \$105.95

- **Major Gift Campaign**-The NCC Foundation, as a result of pledges to its second major gift campaign secured \$150,000 this past year.
- **Industry Sponsorship of Students Scholarships**-Northwest Iowa Community College's students benefit from the many scholarships which are funded by local industry that support the college and are cognizant of student's financial needs. Support for student scholarships provided by business and industry this past year include the following:
 - Ak-Sar-Ben Scholarship \$1000
 - Coca-Cola Two-Year Scholars Program \$1000
 - C-S Agrow Service Scholarship \$1000
 - Gordon R. Jurrens Memorial Scholarship \$500
 - Iowa State Bank Scholarship \$500
 - Link Manufacturing Ltd. Scholarship \$500
 - Mid American Energy Co. Scholarship \$1000
 - Pella Rolscreen Scholarship \$1000

Premier Bank Scholarship \$500
 Sheldon Kiwanis Scholarship \$500
 Vogel Paint Scholarship \$500
 Eilders Endowed Accounting Scholarship \$250
 United Fund Lucile Woods Scholarship \$400
 Alpha Evenson Memorial Nursing Scholarship \$2500
 Hartley Comm. Memorial Health Center Scholarship \$1000
 Hegg Memorial Hospital Scholarship \$1000
 Med-Equip Health Professionals Scholarship \$250
 Northwest Iowa Health Center Scholarship \$1250
 Orange City Health System Scholarship \$2000
 Osceola Community Hospital Scholarship \$1000
 Sioux Center Comm. Hospital & Health Center Scholarship \$1250
 Marcia Tracy Memorial Nursing Scholarship \$500
 Associated General Contractors of Iowa Heavy Equipment Scholarship \$1000
 Corn Belt Power Cooperative Scholarship \$500
 Maintainer Corp of Iowa, Inc. Scholarship \$500
 Interstates Electric and Engineering Co. Scholarship \$250
 Iowa Association of Electric Cooperatives-Pioneer Trust Scholarship \$200
 Iowa Land Improvement Contractor's Association Northwest District Heavy Equipment Scholarship \$500
 Tecton Scholarship \$500
 Wells' Dairy, Inc. Scholarship \$2500
 James L. Wentworth Powerline Scholarship \$500

- **Accelerated Career Education (ACE) Program**—Area businesses and industries have been very willing to work with the college in the area of program expansion to address training needs and interest that they have identified. This cooperation results in the college meeting the requirements for the program.
- **Title III Match**—The NCC Foundation contributed \$20,000 to match a Title III Strengthening Institution Endowment. These funds were secured through the private sector. When the grant is complete, a total of \$100,000 will have been obtained from industry to match the \$100,000 from Title III.
- **Clinical /internships**—On-the-job training is an important part of many programs at NCC. The following program includes the opportunity for student to gain practical hands on experiences in their field: Mechanics, Nursing, Electrical and Secretarial. Local health care facilities in particular have supported the college as the demand for slots increased because of the college expanding both the LPN and ADN programs.
- **260E's and 260F's**—Area industries identified training needs and worked with the college in developing noncredit opportunities that will address those needs. 260E's and 260F's administered by NCC offer financial assistance to new and existing industries to train their workforce.

Iowa Central Community College (ICCC)

Focus Area – Financial Resources

Iowa Workforce Development (IWD) will open its new "one stop" service center on campus that will improve the seamless delivery of unemployment, workforce training and related services. Iowa Central Community College and IWD will provide business, industry and government in the region with a single source for workforce training.

Under the Iowa New Jobs Training program (260E), \$ 23,850,000 million in certificates were sold benefiting 54 companies with 5800 new or retained employees.

Under the Iowa Jobs Training Program (260F) 79 companies, 2 Business Consortia with eight companies and three business network consortia with 14 companies benefited from Iowa Job Training programs. A total of 3378 workers were trained.

Iowa Central has been a leader in providing international educational opportunities on campus and abroad. Presently, there are approximately 22 international students from 50 countries attending Iowa Central.

Iowa Valley Community College District (IVCCD)

IVCCD actively seeks support from business and industry through ACE partnerships and industry-match on state funding dollars, on-the-job training placement, career and technical program scholarships (through the Foundations), and through placement of students in health occupation clinicals. Advisory committee members from local business and industry enthusiastically offer input into career/technical programming. In addition, local business support has aided program expansion this year. Specifically, Garst Seed Company donated approximately \$150,000 in Biotechnology equipment to improve the IVCCD career and science faculty ability to meet the needs of career and technical students. Iowa Select partnered with us to fund a Swine Management faculty position for our agriculture program. Local ethanol plants are working with us to implement a Renewable Energy track in our Biotechnology program. Other partnerships for college programs initiated or reconfirmed in the current year including support from ISU's Leopold Center for the Sustainable and Entrepreneurial agriculture program and local community partnerships with the college Masonry program. These partnerships not only aid curricular development, but also fostered community goodwill and understanding of the college's impact on the community.

The Marshalltown Education Partnership will provide scholarships to participating high school students to attend Marshalltown Community College. The funding for this program will be provided by local businesses, such as Fisher Controls, Lennox, and Swift, as well as local foundations, such as the Martha Ellen Tye and the Marshalltown Medical and Surgical Center Foundations.

IVCCD's success in obtaining grants from a variety of sources to augment traditional sources of revenue allows for program expansion. A component of the college's institutional vision statement, the seeking out of alternative funding sources, is a high priority of IVCCD's grant writer.

Hawkeye Community College (HCC)

- The HCC Technology Access Center (H-TAC) was created through a partnership of Hawkeye's Center for Business and Industry and Team Technologies in Cedar Falls. Team Technologies has the technology and Hawkeye has the content and can do the training. It's a venture Team and Hawkeye believe will assist all of the Cedar Valley. H-TAC will offer businesses and organizations in the area high-end IT certifications and end-user computer training. Many of the certifications Hawkeye offers at H-TAC were not previously available in the area. H-TAC is designed to respond to these needs in terms of both workforce development and product and technology development.
- The Exploring Manufacturing Careers Consortium (EMC²) purchased additional portable CNC equipment that has been utilized this year in area high schools. Equipment purchased with a challenge grant award of \$69,290 from the John Deere Waterloo Works.
- Worked with local Metro Hospital Association to establish funding for EHC² (Exploring Health Careers Consortium). The consortium brought together representatives from hospitals, long term care facilities, and secondary and postsecondary education systems with the purpose to develop a plan and program to increase the supply of health professionals in the Waterloo/Cedar Falls metropolitan community. Five medical providers, two colleges, and 12 school districts are partners in the consortium.
- Offered funded apprenticeship training to employees of John Deere.
- Continued to utilize expertise from program advisory committees in regard to curriculum and equipment/technology.
- Continued partnerships and working agreements for leasing of farm equipment as well as procuring equipment donations in various programs. (e.g. industrial tech, power, etc.)
- Surveyed employers of work experience/coop/graduating students.

- EMC² and EHC2 are consortia of business and education partners referenced above. The businesses and health care providers contribute financial, human, and worksite resources to ensure the success of the partnership.
- Through the support of donors to Hawkeye Community College Foundation, the foundation helps meet the educational and development needs of Hawkeye Community College. By raising funds from private sources, the foundation provides scholarships, assists in providing educational opportunities outside of the classroom, supports faculty and staff development, purchases equipment, and assists with other support services. Funds are received from individuals, corporations, trusts and foundations. During the current fiscal year, \$45,150 in contributions has been received from business and industry for program development and to assist students through scholarships. In addition, the foundation received in-kind donations of equipment to be used in teaching and training from 12 difference companies. During the previous fiscal year, contributions from this source were \$19,895 plus in-kind donations were received from 23 difference companies.
- There are several industry forgivable loan programs administered by Hawkeye Community College Foundation. During fiscal year 2004-05, John Deere contributed an additional \$141,030 to the loan programs they sponsor.

Programs supported by John Deere:

- Computer Numerical Control (CNC) program
- Electronic Engineering Technology (EET) program
- Welding program
- Automated Systems Technology (AST) program

Terms and conditions: John Deere will loan 2/3 of a student's tuition and fees if they pass the screening tests. If the student completes the program and works for John Deere for three years, the loan is forgiven. If the student drops out of the program, the loan must be repaid. If the student doesn't work for John Deere for the entire three years, the amount forgiven is prorated using the amount of time worked.

- Program supported by Tyson Foods (formerly IBP):
Machine Maintenance Loan Program
Terms and Conditions: Tyson will pay approximately 20 percent of a student's tuition and fees if they pass the screening test. The student works for Tyson during the training program. If the student completes the program and works for Tyson for two years, the loan is forgiven. If the student drops out of the program, he or she must repay the loan. If the student doesn't complete the two years of employment, the loan forgiven is prorated.

Eastern Iowa Community College District (EICCD)

EICCD has used the resources of its business and industry partners to develop new programs. An example is in the area of logistics. EICCD brought a group of companies that are heavily dependent on the ability to manage their supply management system. They worked with EICCD by participating in a DACUM exercise to help formulate a new program for the college.

In addition, the ACE partners for the various projects were involved in developing the programs to insure they meet their needs for employee training and education. As they became assured that the curriculum would meet their needs, they also invested financially in the programs.

Business and industry are frequently contacted to provide input on advisory committees, to donate equipment, and to provide intern and/or clinical and field experiences for students.

Kirkwood Community College (KCC)

Rockwell Collins has committed \$300,000 over five years to support the development of a Career Edge Academy in Computer Programming, to fund a half-time electronics faculty position at a local high school, and to provide scholarships to students pursuing technology-related careers.

A \$728,000, two-year H1B grant from the Department of Labor has supported the program development, faculty training, and implementation of the Information Systems Management Career Academy at over 25 high school locations, including two alternative high schools.

The Electronic Engineering program is partnering with National Instruments, a global software and hardware development company, which provides Kirkwood students access to a program called LabView.

CNC Machining is sending students to work/intern at the Rock Island Arsenal.

The Skills Advantage project led by Kirkwood Community College in partnership with the Iowa City Area Development Group and Priority One is a new initiative that will serve many Iowans living and working in the corridor. The initiative is employer led and is designed to develop and communicate the employability skills needed for employment in the region.

The launch of this unique project will be enhanced by a sizable in-kind contribution by ACT. The in-kind donation will allow the Technology Corridor partners to conduct 3000 assessments of incumbent workers to benchmark the regional workforce against state and national data giving the economic development partners a unique edge in attracting and retaining employers.

Des Moines Area Community College (DMACC)

- Business and industry contributed over \$1,000,000 for program development and the local schools have committed to the academy for a ten-year period of time.
- Numerous partnerships have developed with the new Story County Career Academy in Ames. Businesses are very willing to provide resources to ensure these programs are successful and the college has raised numerous funds to allow for this project to become a reality. Partners have come forward in all of the program areas with donations, which will enable positive experiences for students of all types.
- Expanded partnerships have also developed in Culinary, Automotive, Criminal Justice, and Health programs which allow for expanded opportunities for students in these programs. Excitement is mounting for expansion in these areas so growth and additional opportunities can take place.
- Business partners have enhanced the Career Academy programs within the district by donating resources to the programs and allowing students to experience parts of industry not otherwise available without their involvement.
- Principal International, Inc. financially supported the college's international year, Brazil Year. The Greater Des Moines Partnership helped to support this yearlong celebration with marketing assistance. In addition, they collaborated on bringing a major speaker from Brazil and hosted a breakfast for business and industry representatives entitled "Doing Business in Brazil."
- Two private sector companies established new \$1000 scholarships for four students.
- Bankers Trust Company contributed to a DMACC sponsored entrepreneurial summer camp for middle school students.
- Business and industry support increased for sponsorship of college activities.

Western Iowa Tech Community College (WITCC)

The college received a grant award from the following:

- \$49,899 from LI-COR Sequencing for the purchase of state-of-the-art lab equipment for the Bioscience program of study
- \$10,100 in Early Intervention Funds from Iowa Workforce Development to provide educational and living assistance to dislocated workers laid off from Solar Plastics and Mahestic Meat companies
- \$7060 in grant funds from the IMACA Foundation for the purchase of training equipment for the Automotive Technology program.

Western Iowa Tech will complete its seventh annual campaign, generating over \$130,000 in support for student scholarships and needs of the college. The college will continue to build the endowment through a Title III endowment match.

Iowa Western Community College (IWCC)

Business and Industry Support

- Business and industry support is fundamental to the financial vitality of programs and paramount to supporting the educational needs of students. Iowa Western Community College has encouraged two-way networking and assistance as it continues to cultivate on-going relationships. Examples of general support are:
 - Program advisory boards providing curriculum input and validating/revalidating competencies.
 - Business and industry focus groups noting trends as well as training needs.
 - Employers providing experiential learning sites.
 - Employers hiring graduates.
 - Scholarship assistance to students.
 - Equipment and supply donations.
- Program specific examples:
 - Building Trades – Council Bluffs Building Trades Association provides scholarships, tool belts and equipment donations.
 - Engineering Technology – Scholarships from Nebraska and Iowa State surveying associations.
 - Surgical Technology – Surgical equipment donated by Mercy Hospital.
 - Practical Nursing – Scholarships and stipends from Alegant Health, Jennie Edmunsden Hospital and Creighton University.
 - Electronic Media Studies – Guest lectures, speakers and panelists from industry.
 - Automotive Technology – General Motors donated sport utility vehicle.
 - Aviation Maintenance Technology – FedEx donated a GE CF6-6 turbine engine.
 - Manufacturing Engineering Technology at Clarinda – scholarships from Lisle Corporation.
 - Paramedic Specialist – Iowa Values Fund partnerships.
 - Diesel Technology – ACE industry partnerships.

Southwestern Community College (SWCC)

Accelerated Career Education-ACE

Southwestern Community College has developed three new programs at the request of business and industry. Through ACE funding and business partnerships, the college has been able to offer degrees in Ag Chemical Applicator and Business Systems Networking. The Manufacturing Technology competencies and sequence of courses has also been developed. Professionals in each of the three areas were used to design the curriculum to meet industry standards.

Southwestern Community College has also entered into an ACE agreement with Greater Community Hospital of Creston and Montgomery County Hospital of Red Oak to expand the Nursing program to meet area demands.

Area Business and Industry

Area 14 businesses and industries have been very supportive of Southwestern and its programs, through participating in fundraising, scholarships, loan or donation of equipment and involvement in program development. Several have been strong supporters and participants through annual scholarship programs, corporate sponsorships for fund-raisers, and working with graduates.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Structural Drafting Technology

The Southwestern Community College Structural Drafting Technology program has received \$380,000 worth of donated steel detailing software site licenses from Detail CAD and Design Data.

Major Gifts Campaign

Southwestern Community College conducted a feasibility study to determine potential support for a major gifts campaign. One of the major challenges cited from the results of the study was locating additional sources of funding to maintain the college's current level of excellence in academic and career education program offerings. Two of the fundraising campaign's initiatives identified as critical needs of the institution were endowments for student scholarships and instructional technology. Since the study was completed, the college has launched an aggressive campaign designed to address these identified needs.

Indian Hills Community College (IHCC)

- IHCC obtained donations of laboratory equipment from area laboratories to support the newly developed Medical Laboratory Technician program. Equipment donated included: blood bank viewer, hematocrit centrifuge, all-purpose centrifuge, fibrometer, laboratory waterbath, phlebotomy supplies, three microscopes, two sets of kodachrome slides, laboratory test strips, and laboratory kits.
- Secured intent to provide clinical/practicum sites for newly developed programs:
 - Pharmacy Technology-74 percent of respondents indicated interest in serving as a clinical/practicum site.
 - Health Unit Coordinator-92 percent of respondents indicated interest in serving as a clinical/practicum site.
 - Medical Laboratory Technician-73 percent of respondents indicated interest in serving as a clinical/practicum site.
- Secured intent to provide clinical/practicum sites for potential new programs:
 - Dental Assisting-56 percent of respondents indicated interest in serving as clinical/practicum site.
 - Massage Therapist-38 percent of respondents indicated interest in serving as clinical/practicum site.
 - Medical Assisting-34 percent of respondents indicated interest in serving as clinical/practicum site.
 - Dialysis Technician-75 percent of respondents indicated interest in serving as clinical/practicum site.
- Indian Hills utilizes resources from business and industry through college-wide advisory groups and evaluation meetings. These meetings direct program content and development in addition to opening the college doors to donations of instructional equipment and scholarship funding. Business and industry training contacts initiated through the customized learning department also provide opportunities to partner for common goals and educational assistance.

Southeastern Community College (SCC)

Southeastern Community College is represented on the Southeast Iowa Builder's Association (SEIBA) Board of Directors and the Education Committee. SEIBA provides scholarships for Construction Technology students. The association also provided \$10,660 in grant funds to area high schools to upgrade equipment/curriculum to better articulate into postsecondary Construction Technology and Construction Management programs. The members also host high school Construction Technology teachers in job shadowing experiences.

Major gifts from two local industry partners have provided state-of-the-art equipment and training facilities for implementation of the Lean Manufacturing certificate program established with ACE funding. A Construction Technology program also funded through ACE is in its formative stage being guided by a five-member advisory council consisting of executives of five major construction companies in the area.

A Lean Manufacturing consortium, of which SCC is a member, meets regularly at area industry sites to tour sites, observe Lean Manufacturing practices at the sites and hear reports on the results of Lean activity in those sites. Industry members of the consortium provide facilities and amenities for the meeting.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative A: Develop a set of agreed-upon performance indicators common to all community colleges.

Department of Education Response

Perkins Accountability Project

- Postsecondary Performance Indicators: FY04 postsecondary performance indicator data was collected through a combination of sources. These sources included the Career and Technical Education On-line Information System, the Community College Management Information System, and the state's Unemployment Information System. At the postsecondary level, the state exceeded the targeted performance level in five of the seven sub-indicators. In the area of vocational skill attainment, the state achieved a 93.27 percent, which is 1.98 percent less than the targeted level. In Total Placement, the state achieved a 95.34 percent, which is .65 percent less than the target of 95.99 percent.
- Accountability Systems - The Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) calls for continuous federal and state commitment to performance measurement and accountability. As a result, the Perkins legislation directs states to maintain rigorous accountability systems to assess the effectiveness of Perkins-funded programs and to ensure efficient use of financial resources. The systems must employ four core indicators in their assessment plans: 1) student attainment, 2) credential attainment, 3) placement and retention, and 4) participation in and completion of nontraditional program. These four indicators are to serve as the basis of performance management systems capable of reporting continuous quality improvement. In order to address the Perkins accountability mandate, the Division of Community Colleges and Workforce Preparation has embarked on a project to strengthen accountability in Career and Technical Education (CTE). The two-year project, which will be completed at the end of FY06, is supported by a federal WIA 503 grant.

Goals of the project include: 1) development of a methodology to match Iowa community college students' educational data with Unemployment Insurance (UI) data housed at the Iowa Department of Workforce Development in order to assess former CTE students' post-college earnings and other employment outcomes; 2) implementation of a statewide program providing Iowa community colleges with technical assistance in accessing, formatting, and analyzing Perkins vocational education core indicators data for program improvement and increasing student success; and 3) creation of a more general statewide staff development program in assessment, performance, and accountability for CTE professionals in Iowa. This component of the project will include delivery of workshops for secondary and postsecondary CTE faculty. The workshops will update participants on the use of Unemployment Insurance (UI) records in tracking the employment outcomes, including earnings, of former CTE students.

- Community College Performance Indicators Task Force – The Division of Community Colleges and Workforce Preparation was charged by the State Board of Education at its December 2003 meeting to continue the discussion with the Community College Performance Indicators Task Force regarding exploration of student success indicators utilizing the National Data Student Clearinghouse and the UI (Unemployment Insurance) records, and the economic impact of community college programs and services. The Division has reconvened the task force to continue the discussion and to review reports generated from the FY04 year-end MIS (Management Information Systems) reports. As a kick-off to these FY05 discussions, the division invited Dr. Kay McClenney from the University of Texas at Austin to speak to the task force and to the Community College Arts and Sciences Deans at their September 17, 2004 meeting at Grinnell.

On April 15, 2005, the task force reconvened in Grinnell; Dr. Clifford Adelman, Senior Research Analyst with the United States Department of Education presented on the most recent national longitudinal study completed on postsecondary persistence, and recommendations for the state of Iowa as we pursue our work in developing community college student success indicators. More than 120 people attended both events. This event was attended by community college presidents, chief academic officers, student services deans, institutional research officers, arts and sciences deans, and career and technical program deans and directors, as well as representatives from the Regents institutions, and the Iowa College Student Aid Commission.

The task force is continuing its work in the examination of data and what is being done nationally and in other states, and has engaged a much larger group of individuals from across the state in these discussions. The task force has created two subcommittees to expedite its work with the National Student Clearinghouse and the UI (Unemployment Insurance) records.

- Program Evaluation Process Integrated into Accreditation Process and the Community College Academic Quality Improvement Processes (AQIP) – A small task force of community college representatives and Department of Education staff developed a proposal to integrate the career and technical program evaluation process into the ongoing quality improvement processes being implemented across the statewide system of community colleges. This proposal was approved by the State Board of Education at its December 2005 meeting. All community colleges are required to submit documentation of a local board of directors approved program evaluation process to the Department of Education by June 30, 2005.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative B: Collect, verify, and publish community college data through the use of the MIS system.

Department of Education Response

- Condition of the Community Colleges Report and Tuition and Fees Report - Funding is compared in the in the Condition of Community Colleges Report and Tuition and Fees Report. These reports show a comparison of percentage of total each revenue source comprises.
- Community College/High School Report, 2002–2003 - The Division of Community Colleges and Workforce Preparation has begun an ongoing analysis of credit enrollment of high school students at Iowa community colleges. Enrollment figures indicate that 17,833 high school students were enrolled for credit at Iowa community colleges in FY03, representing 15.96% of the total statewide community college enrollment of 111,745 students. Demographic analysis of high school credit enrollments shows generally equal proportions of male and female students but a low proportion of minority high school students as compared with community college minority enrollments overall. A detailed report on credit enrollment of high school students at Iowa community colleges was presented at the September 15, 2004, meeting of the Community College Council and the September 16, 2004, meeting of the State Board of Education. Future reports will provide information regarding the long-term impact of college credit coursework on students' academic achievement following their graduation from high school.
- Collection of One- and Five-Year Community College Plans – The Iowa DE annually requests copies of each community college's strategic plan and annual progress reports.
- The National Crosswalk Service Center -The National Crosswalk Service Center is researching and testing new standards that are changing the way that electronic information will be shared in the future. The center is one of the primary producers of crosswalks and taxonomies and is the only service on its kind in the nation. The National Crosswalk Service Center products and services improve the quality of data moving into the electronic labor exchange systems nationwide. The Crosswalk's Center knowledge of classifications and technologies benefits the community colleges and MIS system. The National Crosswalk Service Center furnishes information (program offerings, address, etc.) about two- and four-year educational institutions to the Department of Labor for use in an on-line system designed to promote interest in training for occupations in their "high-growth" industries. This information is available at <http://www.careervoyages.org/>.
- MIS System - The community college Management Information System (MIS) is an electronic data transfer and collection system that the community colleges and the Iowa DE designed to meet the collective information needs of the system of community colleges, and federal and state reporting requirements. The MIS consists of five components: 1) credit students, demographics, and enrollments; 2) noncredit students, demographics, and enrollments; 3) human resources; 4) financial; and 5) program and course information. All five components are operational and are undergoing review and revision. The Year-End Reporting Manual was updated during FY05 and is available at www.state.ia.us/educate/ccwp/cc/documents.html. The Uniform Financial Accounting Manual was revised in 2004 and is available at www.state.ia.us/educate/ccwp/cc/accounting.html. The significant reports that were developed and revised include: 1) 2004 Fall Credit Enrollment Report, 2) 2004 Condition of Community Colleges Report, 3) 2004 Financial Data Brochure, and 4) Fiscal Year 2006 Certified Budget Report.

- Tuition and Fees Report - In addition to the financial reports prepared as listed above, each year there is a tuition and fees report prepared. Each community college is asked to update the tables for their current information, which is compiled into the tuition and fees report. The Iowa community college data is also compared against national data. Tuition information was also included in the Condition of Community Colleges Report.
- Financial Data Brochure - A Financial Data Brochure was developed and published for the first time for FY04. This report is available at the following web site: <http://www.state.ia.us/educate/ccwp/cc/reports.html>. This report is prepared due to the timing of the Condition of Community College report, which also includes the financial data. The brochure is published at an earlier date to make the figures available to the public in a more timely fashion.
- Conversion of Program Identification-Classification of Instructional Programs (CIPS) – The career and technical, as well as the college parallel/career option programs are classified by federal 10 digit CIP numbers which are grouped according to occupational training areas. During 2005, the 1990 classifications were updated to reflect the current 2000 classification edition. The new classifications take into account changes in the current jobs. In the process of updating program identification numbers, the curriculum for each program was reviewed with the federal definition to ensure the programs were properly identified and all like programs were classified the same. The college offering the program was contacted to ensure the curriculum was current and the new classifications were representative of the program outcomes.

System-Wide Responses Contributed by Community College Liaison Groups

Continuing Education Deans and Directors

In 2003-2004, the Continuing Education Deans and Directors worked in conjunction with the DE to rewrite the contact-hour reporting manual for noncredit. This included the updating of current CIP numbers that would be used consistently across the state. In 2004-2005, the group has continued to work on updating and working closely together to maintain consistency in reporting the types of programs statewide. In addition to consistency in reporting of enrollment and contact hours, the group has worked to build consistency in pricing and in sharing of program ideas and best practices in an effort to make the statewide system more unified and strong. The Continuing Education Deans and Directors would also like to report the ABE program in the state of Iowa met all federal benchmarks in FY05.

The Continuing Education Deans statewide groups also worked in cooperation with One Source training, which was developed as a single point-of-contact to serve business and industry that requested training in multiple community college districts.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative C: Collect one- and five-year implementation plans and annual accomplishments related to the statewide strategic plan from each community college and issue a statewide annual report.

Department of Education Response

- Five-Year Plan for Iowa's System of Community Colleges Progress Report - During FY02, 03, 04, and 05, the Iowa DE requested that each community college submit their responses or activities undertaken to the address the statewide goals and initiatives included in the annual progress report, Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges. This report is a summary of the DE, the Iowa Association of Community College Presidents (IACCP), the Iowa Association of Community College Trustees (IACCT), community college liaison groups, and the individual community college responses to the state plan.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative D: Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

Department of Education Response

- Career and Technical Student Organizations Recognition Event - The Office of the Governor, the State Board of Education, the Iowa Department of Workforce Development, and the Iowa Association for Career and Technical Education (IACCTE) sponsored a recognition ceremony for student leaders in career and technical education. This ceremony was for students involved in career and technical student organizations as national award winners and state or national officers. In addition, all of the career and technical student organizations have local, state, and national recognition events to honor outstanding students representing their specific organization.
- Automotive Award of Excellence Program - The Automotive Industry Planning Council (AIPC) established the Award of Excellence in Automotive Training program in 1984. Applications for the AIPC program increased in 2004. North Iowa Area Community College was honored as the national winner in the automotive technology division, and Kirkwood was honored as the national runner-up in the manufacturing-affiliated division. Both colleges were recognized by during the American Career and Technical Education national conference and during the 2nd annual Iowa Automobile Dealers Association, community college auto instructor meeting.

Iowa Association of Community College Presidents (IACCP)/ Iowa Association of Community College Trustees (IACCT) Response

The Iowa Association of Community College Trustees (IACCT) annually recognizes an individual who has an outstanding performance record from each of these following categories:

- Trustee
- Chief Executive Officer (CEO)
- Faculty Member
- Support Staff
- Administrator/Manager (newly added)

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative A: Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college's geographic area.

Department of Education Response

40th Anniversary Recognition of Iowa's Community Colleges – The Department of Education is working with a statewide planning committee representative from all community colleges to plan events and publications in recognition of the 40th anniversary of the establishment of the statewide system of community colleges. There are two subcommittees: 1) Des Moines event and recognition of individuals who made major contributions to the system; and 2) document committee. The department has secured a summer intern to assist in the compilation of the history of the system of Iowa's community colleges.

Community College Diversity Seminar – The Division of Community Colleges and Workforce Preparation sponsored a Community College Diversity Seminar on May 5-6, 2005 at the Airport Holiday Inn in Des Moines, Iowa. Teams of four to six individuals attended from each of Iowa's 15 community colleges. The purpose of the seminar was to provide a forum where staff could share information, ideas, and resources for creating learning environments that are welcoming and inclusive and where diversity is reflected, respected, and celebrated. The seminar was designed to assist the colleges meet Goal 5 of the State Board's Strategic Plan for community colleges which is "to recruit, enroll, retain, and successfully meet the learning needs of students in nontraditional careers, students from under-represented racial/ethnic groups, and students from other special needs populations."

System-Wide Responses Contributed by Community College Liaison Groups

Chief Academic Officers

The Chief Academic Officers have representation on the Department of Education Equity Advisory Committee.

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The spring 2005 ICCSSA meeting was held in coordination with the CC Arts and Sciences Deans group in order to jointly engage in a workshop titled Cross Cultural/Diversity Awareness. The workshop was presented by Michelle Soria, Executive Director of the Iowa Council for International Understanding. The three-hour workshop was jointly organized by Joan Williams and Robin Lilienthal, chairs of the Student Services Administrators and the Arts and Sciences Deans groups, respectively. This was the first time that the two groups have come together to share in a guest speaker/presentation on an issue central to both groups. The issues addressed in this workshop focused on our changing student body and their differences not only in race and ethnicity, but in language, religion, culture, mental/physical ability, and sexual preference.

Community College Responses

Northeast Iowa Community College (NICC)

- **Diversity Committee**—NICC currently has active diversity committees on both campuses. These committees organize opportunities for students to explore cultural and racial diversity as part of the educational process and in preparation for working in diverse employment settings. Jointly, the committees are exploring changes or strategies that need to be implemented at an institutional level. Staff teams from each campus participated in a Diversity Sensitivity Train the Trainer program in collaboration with other colleges in the area. Both campuses initiated a similar training on campus for students and staff. The video, “The Color of Fear” was used as a teaching tool for this training.
- **Continuing Education Programming**—The Undiscovered Resources Employer Conference and Job Fair raises employer awareness of the community’s diverse workforce and connects employers with nontraditional workers. The Women’s Leadership program targets college students and community-area women and provides leadership opportunities for tri-state area women.
- **College Vision Team**—NICC’s vision team consists of campus personnel responsible for improving the enrollment management process. The team can respond to the changing enrollment demographics and advocate for under-represented students and has an annual “visioning” and strategic planning process to make sure goals are appropriate for the college and the district.
- **Educational Opportunity Programs**—NICC houses Department of Education TRiO – Student Support Services and Upward Bound programs in order to provide academic support to low income, first generation participants. NICC TRiO grants support the objectives of opportunity, equity and access to nontraditional students by increasing TRiO participant retention, graduation, and transfer rates.
- **Learning Center & Disability Services**—The Learning Center provides tutoring to all NICC students and offers remedial instruction in reading writing, and mathematics. The Learning Center houses services and adaptive equipment to student with disabilities.
- **Student Services**—Passport to Student Success, a new student orientation course offered to all incoming students, provides information about the college registration, advising, financial aid, academic support, and computer services, and is a crucial retention tool for first generation and nontraditional students.
- **Outreach to International Students**—NICC’s diversity committee has continued to develop a mentoring and orientation program geared specifically for incoming international/foreign students. The mentoring program will pair second-year honor students with new, incoming international students to help them adjust to a new culture and assist them around campus. The group also hopes to provide special events to give students an opportunity to get together and socialize. Advisors help channel new international students to this support service.

North Iowa Area Community College (NIACC)

- NIACC has a rich history of promoting diversity. During FY05, the college delivered programs and activities intended to impact NIACC’s social and economic development priorities by increasing community awareness of diversity issues.
- Targeted diversity marketing led to specific programs including the following: Community and Business Spanish, French, World War II Seminars, Travel and Adventure Film Series, and Leaders Follow Their Heart. NIACC also conducted English classes geared toward non-English-speaking persons, provided occupational Spanish courses for specific fields of employment, designed publications with an eye toward cultural diversity, and organized workshops that focused on generations at work and on diversity and disabilities in the workplace.

Iowa Lakes Community College (ILCC)

- **Career Resource Center** provided access to career exploration activities and assistance in resume and portfolio development as well as interview and job seeking skills training.

- **Convocations** included Southwest State University Rollin' Mustangs, wheelchair basketball; Albert Mensah, motivational speaker; Brian Stinar, vocalist; and Arne Waldstein, core book author.
- **Increasing Enrollment and Retention of students in Nontraditional Careers Incentive Grant** provided fiscal support to start a "Career Camp" for area students to explore careers through career assessment, job shadowing, and business exploration.
- **Minority Recruitment and Retention Initiative Grant** provided fiscal support for a series of focus groups used to develop strategies which address identified education barriers and provide support activities that will strengthen minority student retention.
- **TRiO programs** at Iowa Lakes continued to serve first generation, low-income college students pursuing higher education goals. Student Support Services (ASPIRES) provided tutoring and college visit opportunities to students as they aligned courses to transfer on for a baccalaureate degree. Study skills and other seminars were held for students to increase the retention of first generation, low-income students. Talent Search supported approximately 800 students in grades 5 through 12 in addition to adult youth through age 27 that have not earned a bachelor degree. Cultural activities were included in college visits and at Iowa Lakes during theatrical performances and convocations. Upward Bound provided mentoring and support services to 60 students and included a six week summer residential component to expose students to the college environment and provide preparatory college course work in science, mathematics, Spanish, English composition and literature.
- **Counseling Services** assisted students with "survival skills" during in class presentations such as time management and stress management.

Northwest Iowa Community College (NCC)

- **Cultural Diversity**—Each year, Northwest Iowa Community College's Cultural Diversity Committee plans a program that provides students with the opportunity for exploration of cultural and racial diversity. Programs in the past included presentation on Indian, Hispanic, and Black culture.
- **The Importance of Gender Equity and Ethnic Diversity**—Recognizing that no quantifiable data exists for determining whether community college students are increasing their awareness of the importance of gender equity and ethnic diversity in the workplace. The academic deans proposed to revise the course improvement survey in such a way to gather data from students on the level to which such information is incorporated into their educational experiences at NCC.
- **Guiding Principles**—Northwest Iowa Community College's guiding principles form the framework of all the college's programs and services. Over the years these statements have been revised to adjust to the changing roles of the college. The most recent change is a result of a year and a half long strategic planning process which resulted in the approval by the college Board of Trustees of a revision in the college's statement of Guiding Principles on February 21, 2005. The emphasis on diversity was greatly strengthened in the most recent revision as presented below.

Statement of Guiding Principles

Northwest Iowa Community College, a two-year educational institution, establishes the following beliefs as a foundation upon which the College provides education and services.

- *We believe that as a comprehensive community college we respond to our communities' needs.*
- *We believe that all people can learn.*
- *We believe that education is an investment in society.*
- *We believe that accessible, lifelong educational opportunities and services enable people to maximize their potential and improve quality of life.*
- *We believe in the dignity and worth of all individuals.*
- *We believe in embracing diversity.*
- *We believe in maintaining high standards through innovation and continuous improvement.*
- *We believe that effective leadership, education and training will enhance community and economic development.*
- *We believe that partnerships are essential.*

Iowa Central Community College (ICCC)

Focus Area – Student Retention

Representatives of Iowa Central Community College are actively involved in community organizations that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development in the community.

Iowa Central's Student Senate sponsored and/or helped implement numerous activities and services that increased awareness of cultural diversity (e.g., gender, race/ethnicity, socioeconomic status) this past year. The Student Senate sponsored the Mexican Food Fest in honor of Mexican Independence Day and the Soul Food Fest in honor of Black History Month.

The Student Senate co-sponsored (with Phi Theta Kappa) a fundraising project for victims of the recent tsunami disaster in Southern and Southeast Asia, collecting and donating \$2425 to "Save the Children." The Student Senate helped with Community Kid's Fest at the Crossroads Mall, which emphasizes diversity of community and surrounding region. The group also provided assistance at the annual International Focus Festival.

The Student Senate co-sponsored (with Phi Theta Kappa) the first annual "Share What You Wear" campaign, collecting and distributing hundreds of items of clothing to needy families at Christmas time. In addition, the Student Senate conducted a canned food drive for needy families (partnering with Iowa Central Broadcasting students). Students went door to door on Halloween, collecting hundreds of cans of food for the Salvation Army's Christmas campaign.

The Student Senate also increased awareness of gender, racial/ethnic, and socioeconomic diversity issues by planning and sponsoring political events on campus (e.g., Political Issues Forum featuring state legislators and political candidates from the region; voter registration drive).

Iowa Valley Community College District (IVCCD)

In Fall 2004, all career and technical faculty members participated in SAGE training in a half-day retreat. These faculty implemented equity initiatives into their programs throughout the year. In addition, IVCCD received two state grants to increase awareness of gender equity and ethnic diversity. The \$5,000 Increasing Enrollment and Retention of Underrepresented Racial/Ethnic Minority Students grant helped to make the SEA program more culturally responsive to the large local immigrant population. The \$7000 Increasing Enrollment and Retention of Nontraditional Gender Students grant helped to make the agriculture programs marketing, recruiting, and curricular processes more nontraditional-gender-friendly. The district is in the second year of a five-year Title III Strengthening Institutions grant, and the college's Student Support Services, including Developmental Education, has been strengthened throughout the district because of this grant. The expanded programming is allowing for more intensive advising of at-risk students and helps the college provide improved developmental education services. Many of these students are not only academically at-risk, but face economic, language, and cultural challenges that are addressed over the life of the grant throughout the district. Specific initiatives detailed in Goal 1, Initiatives A, E, and H also supports an active approach to developing programs related to the social and economic development of communities.

Hawkeye Community College (HCC)

- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$7000 for recruitment and retention programs leading to nontraditional employment for their gender. The focus is increasing enrollment and retention of students in nontraditional careers. The grant project targets high school and middle school students and undecided HCC students to introduce them to career areas nontraditional for their gender. The project also provided SAGE training during faculty in-service in January 2005.

- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$5000 for increasing enrollment and retention of under-represented racial/Ethnic minority students. This project offered a two-credit course entitled: “Introduction to College for Under-Represented Students of Color and Minority Groups.” Incorporated in this course were strategies such as StrengthQuest, career workshops, cultural enrichment/speaker activities, business/industry field trips, financial aid awareness, and other support services. A faculty workshop on diversity occurred in February as part of a Color Me Human event.
- The college’s cultural committee sponsored two events in FY05 that promote cultural diversity. These events included Tonic Sol Fa and a musical play *Forever Plaid*.
- Hawkeye Community College continues to implement SAGE training of faculty. SAGE activities this year were funded by grants from the John Deere Community Credit Union and the Iowa DE. The goal of the program is to prepare faculty and others working with adult learners to become inclusive in their instructional approaches and to increase student achievement and retention.
- Grant funding received from three community foundations (R. J. McElroy Trust, Community Foundation of Waterloo and NE Iowa, and Guernsey Foundation) totaling \$10,500 for partial funding of the Martin Luther King Center of Hawkeye Community College’s Remedial Skills summer program for up to 100 youth of any ethnicity in grades 5-8. One of the field trip activities goals is to increase youth awareness of postsecondary education by visiting Hawkeye Community College.
- Hawkeye Community College continues intentional development of its library collection of books, periodicals, videos and on-line resources to include a wide array of research and browsing materials that represent the interests of various gender and ethnic groups.
- Devised a plan and began revision of developmental math, reading, and study skills courses.
- Continued first-day essay assessment for writing placement in developmental writing classes. Students in all developmental writing classes write an in-class essay on the first day of classes. The essays are evaluated by faculty who confirm or suggest a change in writing course placement.
- Created reading, writing, listening/speaking language assessment process for international and refugee students who need to be placed in any of the six levels of English for education purpose courses.
- The college has approved a new course for undergraduate teaching candidates to address multicultural education. The course is designed to provide the educator with a background in multicultural education in order to provide the skills to understand the diversity of their students and to use the skills as a toolset in the educational process.
- The college received a \$10,000 grant from the Iowa DE to develop a project with a focus on minority student retention. This project will target African/American students. The data collected since 1999 by the college shows this minority group has the poorest retention rate and lowest graduation rate when compared to the rest of the student population at Hawkeye Community College. The grant funds were used to offer a two-credit course entitled “Introduction to College for Under-Represented Students of Color and Minority Groups” in the spring 2005 semester for 16 weeks. Successful completers of the course receive one free credit to be applied to a course of their choice.
- The college has started a new minority student program called Trust, Respect, and Unity Teaches Honor (T.R.U.T.H). The goals of the program are to help increase student success and retention; develop positive role models for the campus community; be interactive with school children of all ages; provide a positive link for incoming students; provide awareness on campus of the challenges college students are facing; provide a positive link for incoming students; energize the student body by providing a forum for students to exercise their voice.
- The college funded faculty and students to attend the conference on white privilege with held at Central College in spring 2005.
- The college collaborated with the Iowa DE for its first Iowa Educational Diversity Conference in Des Moines, May 5-6, 2005.

Hawkeye Community College Student Life sponsored the activities listed below:

- Hawkeye Community College, through its Student Activities Office continues to provide the “Color Me Human” program. This program celebrates diversity through speakers, music, dance and forums related to ethnic, gender and other issues.
- Color Me Human Kickoff – Keynote and musical entertainment, E.B.T.B. (Everything But The Burden) white rappers.

- Study Circles On Race - Fall and spring terms with human relations classes (also open to students and staff members).
 - Gay/Lesbian Panel – Speaker Greg Baird.
 - Veterans Day Recognition – Special ceremony for dedication of Freedom Tree.
 - Native American Month Speaker and Musician - Bill Miller.
 - MLK Jr. Dinner – Student Senate sponsored table.
 - Black History Month Musician – Chinua Hawk.
 - Ethnic Food Fest with music by Tropical Breeze.
 - Black History Month Speaker – Preacher Moss.
 - Holocaust Speaker – Michael Luick-Thrams.
 - Womens History Month Speaker – Michelle LaRue and Nancy McLean.
 - Health and Homeless Day Awareness Fair.
 - Save a Life Tour – Drunk Driving Simulator.
- The college’s diversity committee and equity committee reformed into two separate but collaborative committees.
 - The diversity committee identified the following goals: promote a campus atmosphere which visibly reflects, encourages, and values a diverse and multicultural educational environment; expand individuals’ appreciation of the benefits of a multicultural perspective; achieve multicultural effectiveness in teaching and learning; and develop and sustain an increasingly diverse and inclusive college community of lifelong learning in order to effectively participate in a global society.

Eastern Iowa Community College District (EICCD)

Following an extensive strategic planning process and forum activities, diversity was identified as one of the new EICCD 2005-2010 strategic plan goals, and is being specifically addressed by a Chancellor’s Initiative Team. Their goal is as follows: *Enrich the student body and student learning experience by celebrating diversity and international learning; enrich our district’s campus climates, staffing, teaching and learning, student services and recruitment efforts to reflect the increasing diversity of our community and student body. To prepare students to flourish in a diverse and global world and workplace.* The team has developed five projects to accomplish this purpose, and will present their recommendations to the Board of Trustees in June. Teamwork on this project will begin in July.

As can be seen by the Board of Trustees ongoing Goal #5, EICCD has a strong commitment to gender equity and ethnic diversity in its student body, its own workforce and in its communities at-large. It has several programs designed specifically for minority communities, including ESL programs at its three colleges and in community agencies around its service area, GED classes in Spanish and a “Bridge” program that encourages ESL students to enroll at our colleges. The Scott Community College Foundation has established a special scholarship program for women and minorities who are interested in engineering, and EICCD partners in a Science, Technology, Engineering and Mathematics Talent Expansion Program (STEP) grant with St. Ambrose University to recruit and serve minorities in science, engineering and technology programs.

The colleges engage in numerous outreach activities, including a Department of Education grant program to attract minorities into technical careers, a special college visit program for the Century 21 minority after-school program in Clinton, and participation in special ethnic events around the District. Staff members serve on advisory committees for several community-based organizations established to serve minorities, including the New Iowans Center in Muscatine, 21st Century Partners team in Columbus Junction, and the Davenport One Minority Business Council.

Kirkwood Community College (KCC)

Kirkwood Community College supports and sponsors events and activities within the community, which helps to increase the local awareness in these areas. Kirkwood is partnering with the African-American History Center to provide distance education opportunities through the installation of an ICN classroom. Kirkwood supports the campus-wide International Diversity Day on the campus, in which over 600 local elementary students are brought to campus to learn about international cultures and activities. Kirkwood also provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new development and strategies to reach students with information about other cultures and careers.

Female faculty conducted an on-site presentation to local high schools on computer programming careers last year, and will be presenting on engineering careers this year. Both of these careers are traditionally male dominated.

Kirkwood has been active in the Professional/Technical Diversity Network for the past five years and two staff persons are presently conducting focus groups at businesses within the Economic Development Corridor in order to identify careers and needs in the recruiting and retention of a diverse workforce. This effort is in concert with Priority One, the Cedar Rapids Economic Development group.

Kirkwood has been a co-host with the mayor and city of Cedar Rapids for a Diversity Roundtable in which numerous citizens presented thoughts and ideas regarding the development of an improved and welcoming support system to persons with diverse backgrounds to positions and education within the service district. The next steps, co-hosted by Kirkwood and the city will be the sponsorship and development of events and a diversity assessment for the city.

Des Moines Area Community College (DMACC)

DMACC hosted Judy Shepard, mother of Matthew Shepard who was murdered in a hate crime against homosexuals. Ms. Shepard spoke at a reception at the Urban Campus and did an evening presentation to DMACC staff and students as well as the general public. Her speech was meant to educate the community on gay and lesbian issues and awareness, and to emphasize the importance of tolerance in all areas of diversity.

Once again, several innovation strategic planning mini - grants were received and awarded for workshops and seminars relating to areas of diversity, including the areas of gender and ethnicity. Speakers such as Samuel Betances were available at several venues to speak on ethnic diversity and what educators can do to help students who come from diverse backgrounds. International Year activities celebrating the focus country of Brazil were open to students, staff, and the public on all campuses, providing opportunities for the community to learn more about the diversity of Brazil and how that country deals with its own diverse ethnic heritage.

DMACC's Diversity Work Group continues to work on a plan that will implement a cultural diversity course requirement for our AA degree program, in order to promote student awareness of the importance of diversity education as Iowans live and work in a more diverse environment.

Western Iowa Tech Community College (WITCC)

WITCC received a \$5000 grant from the Iowa Department of Education to focus on the WITCC Strategic Plan goal to expand the college's service to Latino populations. This grant provided to all employees a presentation on diversity by Michelle Soria of the Iowa Council for International Understanding. The grant also funded a Spanish-language billboard.

The college celebrated Cinco de Mayo with a Mariachi band, dancers, and ethnic food.

The Latino Relation Taskforce continued working toward its mission, which is:

- *Increase the awareness of WITCC faculty and staff to the culture and needs of the Latino community.* The college is developing both credit and noncredit courses on Latino culture(s) with emphasis on the local communities. The credit course will be piloted this fall with college staff.
- *Evaluate the cultural relevance and connectedness of current WITCC services and processes both in and out of the classroom.* Results from the "Community College Survey of Student Engagement" measures students' experiences with and perceptions of several dimensions of the college experience. These measures were analyzed by race/ethnicity and indicate that Latino students' use of support services, e.g., labs, academic and financial advising, tutoring, is greater and more satisfying than is the case for non-Latino students. There is no significant difference in the way Latino and non-Latino students experience faculty and bookstore and business office personnel.
- *Develop needs analyses of the Latino community.* The taskforce continues to meet with members of the Latino community to ascertain its needs.
- *Recruit Latino faculty and staff.* A well-known member of the Latino community was hired as Academic Coordinator in Student Support Services. The effectiveness of his presence is clear by the increased number of Latino students in the Student Support Services center
- *Recruit of Latino students into credit and noncredit offerings.* The percent of Latino students among all WITCC students has risen every semester for the past several years; in fall 2004, Latinos comprised 5.3 percent of all students. From fall 2002 to fall 2004, the rate of increase of Latino students was 32 percent.

Additional multicultural activities include:

- A second (annual) Campus Visit Day for Latino students and their families.
- The opening ceremony for the local Cinco De Mayo celebration on the WITCC campus as a Student Senate project.
- Cultural Diversity Day with student and non-profit group presentations, and the Global Jeopardy games.
- WITCC hosted a Naturalization ceremony at the S.C. Convention Center (done by the INS) for 60 new U.S. citizens.
- Presentation from Jerome Kills Small, Native American professor from USD.
- Presentation from traveling group of Buddhist Monks from India.

In an effort to promote communication and cultural awareness, WITCC developed an Immersion Spanish course, which will be inaugurated June 2005. In addition, the Latino community education coordinator has delivered on-site Workplace Spanish classes to area hospitals, grocery stores, and faith-based groups.

A measure of WITCC's integration into the Latino community is the college's Latino community education coordinator was selected Latino employee of the year by Siouxland Unidad Latina.

Iowa Western Community College (IWCC)

Activities and Services

- Iowa Western Community College strives to increase the awareness and understanding of socioeconomic, gender and ethnic diversity. The concept of diversity is integrated into the general education outcomes for graduates. The college conducted faculty dialogue to develop a position statement on this topic.
- In January student development hour hosted a presentation on the history of African-Americans in Iowa.
- The Student Services division hosted an ESL summer camp inviting local high school ESL educators and guidance counselors.
- Equity training has been available to college faculty and staff through staff development programs.
- Iowa Western Community College has been promoted to students with disabilities through the "Ticket to Work" program.
- The college hosted its first Mexican Fair celebrating its culture and customs.

- Sixteen students from Central America are enrolled in Agribusiness Technology in partnership with Georgetown University.
- Student Support Services staff developed a series of programs to enhance the college success of eligible students.
- Title III Strengthening Institutions staff developed revised college orientation sessions and created a linked-course model to improve retention.
- Service Learning program coordinator has developed linkages with social and community agencies for student placement and learning/reflection of socioeconomic needs of area communities.
- Studies have been conducted to track the success of programs in retaining students to graduation.
- The college hosted a group of visitors from Japan as part of a cultural exchange program.
- Nontraditional representatives of the health care community hosted a luncheon for Iowa Western's nontraditional nursing students.

Southwestern Community College (SWCC)

Cultural Diversity Conference

Four Southwestern representatives attended the Diversity Seminar hosted by the DE in Des Moines, Iowa on May 5 and 6. The group in attendance brought back several new ideas that will be discussed in the college's strategic planning session scheduled in July.

Campus Speakers

The college's Student Support Service unit sponsored five speakers to address students, staff, and faculty throughout the past year. Specific topics related directly to the importance of everyone pursuing higher education, adapting to cultural change and diversity, acceptance of cultural diversity to expand the mind, and the importance of understanding the needs of others in a global society.

Nontraditional Career Conferences

The College has continued to sponsor two nontraditional career conferences with participation from local business and industry and area K-12 schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas.

Diversity Week

Southwestern Community College is a member of the Diversity Coalition, a recently established partnership of service organizations and industry, to address diversity education within Area 14. The week of February 13 was designated as Diversity Week in Creston. The college's responsibility was to provide diversity learning experiences for students and the general public. Among the several activities planned, a professional music group, Calli Sur, was contracted to provide diversity learning through music and song.

Incentive Grant for Increasing Enrollment and Retention of Students in Nontraditional Careers

During the past three years, Southwestern Community College has received grants for the implementation of initiatives designed to promote enrollment and retention of students in nontraditional careers. Due to the funding received and activities developed, considerable progress has been made. In 2002, there were no students nontraditional to their gender enrolled in the college's five targeted career areas. During the fall 2004 semester, 6.8 percent of students considered nontraditional to their gender enrolled in the targeted programs. The college has continued to develop additional activities to remain proactive in its recruitment and retention of these targeted populations.

Indian Hills Community College (IHCC)

- The IHCC Language Learning Center provides staff development and training regarding issues of diversity, and equity for community college and K-12 personnel, businesses and industries, and the region.
- The IHCC Language Learning Center and the Library host a multicultural story hour for elementary age children and their parents each month. The story hour focuses on a specific ethnicity, language or culture. Community members, college personnel and college students volunteer as readers and activity coordinators. This activity encourages reading, understanding of other cultures and other perspectives, parent/child interaction, community/college interaction, and provides a positive acknowledgement of all persons and all cultures that compose our local communities.

- IHCC Academic Services, in conjunction with seven local and statewide agencies, hosted a regional diversity conference. The conference sessions addressed issues of ethnicity, gender, equity, disability, nontraditional careers, multiculturalism, and religion. Community response and the local partners will now plan this as an annual event with the intention of attracting corporate sponsors.
- The IHCC library has increased its print and digital collections to include information resources in languages other than English and resources with a multicultural perspective.
- Academic Services hosts a monthly meeting of international students and community members to promote understanding and awareness of other countries and cultures.
- Academic Services participates in the community International Festival each year and in conjunction, hosts an International Tasting Festival. Both festivals involve the support and participation of community members, college and high school students, and staff.

Southeastern Community College (SCC)

Southeastern Community College is leading an initiative to develop the Southeast Iowa Center for Multiculturalism (SEICM). College staff worked to establish a 19 member Board of Directors with representation from around the region. Recognizing the shift in demographics occurring in the past 10 years throughout southeast Iowa, the board's goal is to conduct an inventory of, raise awareness, and promote regional multicultural issues and activities. Actions of the SEICM should provide positive economic and social benefits to residents, employers and taxpayers of the region.

Southeastern Community college has recently hired a multicultural student recruitment and retention coordinator. The primary responsibilities of this position are to coordinate, facilitate, and support the recruitment, enrollment and overall academic success of all SCC students of color and non-native English speakers. In addition, this position coordinates a variety of multicultural events and services throughout the year to educate both the internal and external SCC community about cultural differences. The coordinator also serves on the SEICM Board.

Both SCC campuses support student organizations focused on cultural diversity including the African-American Club in Keokuk and the Multicultural Club in West Burlington. These organizations sponsor events and awareness of prominent diversity issues.

SCC has made a conscious effort to address gender equity issues within the student services division by offering nearly all of the intramural activities on a co-ed basis and by developing an intercollegiate division II women's basketball program at the Keokuk campus. This new basketball program is expected to have a significantly positive effect on the economy in the Keokuk area.

Academically, SCC has continued to expand its offerings of ESL courses to better serve the needs of students with different levels of abilities. In addition, the college has expanded the offerings of the Multicultural Perspectives course to provide for enrollment at the Mt. Pleasant and Fort Madison Centers, as well as during the evenings.

SCC has taken the lead through a cooperative agreement with the Okinawa Shogaku School System in Okinawa, Japan to provide the opportunity for both high school international student exchanges as well as enrollment at SCC for Japanese high school graduates.

A lead advisor in the Student Services division recruits and supports the five annual recipients of the SCC Trustees minority scholarships. These scholarships are full-tuition grants to minority graduates of Area 16 high schools for two full academic years, including two summer terms. SCC Foundation Board members present these awards to recipients at local high school graduations and awards assemblies.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative B: Implement strategies to increase the awareness of K-12 students as to the opportunities available through non-traditional careers.

Department of Education Response

Mini-Grants on Nontraditional Careers

The Department of Education continued to offer incentive grants for FY05 to the community colleges to develop strategies to increase the enrollment of students in career areas, which are nontraditional for their gender in a targeted program area. Thirteen of the 15 community colleges submitted grant proposals and received grants. Each grant was for \$7000. Seven of the grants addressed female under-representation, three addressed male under-representation, and the remaining three grants addressed both male and female under-representation.

Examples of some of the activities these mini-grants supported included:

- communication and collaboration with middle school counselors and teachers on ways to encourage and support students in nontraditional career areas.
- data management systems for monitoring and evaluating disaggregated data.
- career days for middle and high school students (Emphasis on Technology, Mathematics, Science, and Biotechnology related careers for young women, and Health and Human Services related careers for young men).
- summer and weekend career camps targeted at female and male students.
- Provision of mentors in nontraditional career areas.
- Continuation of professional development using Student Achievement Grounded in Equity (SAGE) and Road Less Traveled training models.
- development of recruitment posters and multi-media recruiting programs with emphasis on nontraditional careers.
- development of gender-fair curriculum units.

Community College Responses

Northeast Iowa Community College (NICC)

- **Nontraditional Career Awareness**—Several awareness and recruitment activities are planned each year around nontraditional careers for adults and youth. On-campus technical experiences and business and industry tours provide first hand knowledge of nontraditional skills and careers for men and women. Tools are also provided to students training in nontraditional careers. A junior high career fair and middle school girl's conference both emphasize nontraditional careers and expanded options for males and females. The girls' only conference targets middle school girls from 25 area schools and also provides support and technical assistance to guidance counselors on nontraditional career awareness and women's history.
- **Admissions Information Regarding Nontraditional Careers**—Admissions representatives make regular visits to local high schools and provide general information about programs that includes career areas. NICC has developed a promotional video to promote several of industrial technology programs. Specifically, it plans to feature several women in the carpentry and construction trades. This video has been distributed to area junior high and high school students as well as counselors.

- **Adult Re-Entry Nontraditional Career Center**—The center has developed targeted program brochures for high school and middle school youth. These brochures show labor market information and job opportunities in health careers for men and construction trades for women. Students are invited to campus to shadow courses and lab experiences and talk with current college students who are training in a nontraditional field. Staff also participates in high school career fairs and highlight nontraditional careers.

North Iowa Area Community College (NIACC)

- **Collaborative Activities:** This past year, targeted funds from the North Iowa Perkins and Tech Prep Consortium have been utilized to increase awareness of K-12 students to nontraditional career opportunities. *Career Day* and *College Fair* promoted careers and postsecondary education to more than 1300 area high school students.
- **Targeted Events:** A gender equity grant awarded to NIACC focused on nontraditional career opportunities in Information Technology. Secondary school teams received training and wrote action plans. In addition, *Wired Differently Day* was conducted in March with all area high school students invited.
- **Raising Awareness of High School Staff:** Utilizing funds from the state Gender Equity, Secondary Perkins, and Tech Prep grants, secondary school teams received gender equity training and wrote action plans. At the *Industrial Teacher Network* meeting, a panel of three high school seniors from the *Automotive Technology Academy* discussed barriers to nontraditional classes and careers with the instructors. High school counselors who participated in the area *Counselor Network* also discussed similar issues at their meetings.

Iowa Lakes Community College (ILCC)

- Classroom speakers and activities were incorporated in promoting gender nontraditional career opportunities to K-12 students through secondary programs such as alternative high schools, Tech Prep programming and the Iowa Lakes Career Academy.
- Career exploration components were completed in TRiO programs (Student Support Services, Talent Search and Upward Bound).
- Admissions coordinated career day health careers seminar for area students.
- Piloted “Career Camp” for area students in grades seven through nine to explore gender nontraditional careers through career assessment, job shadowing, and business exploration.

Northwest Iowa Community College (NCC)

- **Gender Equity Grant Activities (2004-05)** – As a result of funding this current year, four activities have been identified which will target area youth to encourage their enrollment in nontraditional programs. They are as follows:
 1. A Gender Equity Day to be held on campus for approximately 50 high school students.
(This is a repetition of a very successful event held the previous year.)
 2. The creation of a poster for distribution at local high schools depicting individuals in nontraditional occupations.
(The development of an eye catching poster will allow the potential for impacting students beyond the funding period of the grant.)
 3. Creation of a DVD promoting nontraditional enrollments.
(During the year, a DVD will be produced that focuses on careers that are nontraditional for their gender. The DVD will then be provided to all students showing an interest in these careers.)

4. Support for the recruitment of female participation in the “Monster Shop.”
(During the summer of 2004, the faculty in the various career areas with the support of the College and many businesses and industries provided an opportunity for high school juniors and seniors to participate in a week long “Monster Shop Program.” The project was funded totally through donated materials and time. After general marketing to local high schools, the program had 16 junior and senior males. Not a single female student participated in this event. The students had to design a motorized tryke/chopper, bend and weld the steel to conform to the design, and different pieces of the tryke were machined. They also installed the motor, fuel tank and lines, brakes, wheels, and tires. To complete the project the students painted their finished tryke/chopper. The success of the program was overwhelming and the exposure about the various career opportunities had a large impact upon these students. After evaluating the success of the program, the publicity received through local newspaper and television stations it was felt that the Monster Shop program could be one way of attracting females to participate in nontraditional careers and provide excellent hands-on opportunity for them. This year, specific marketing occurred to encourage the participation of females. As a result four of the eighteen students are nontraditional students.)

- **Minority Recruitment Grant 2004-05**—Although student diversity at NCC continues to expand, the number of Hispanic students in particular who are going on to post high school education is not near the rate of enrollment of that same population in the K-12 system. Based on the increased minority enrollments in local K-12 systems, NCC recognized the potential for these numbers to increase significantly in the next five years if the appropriate recruitment and retention efforts are initiated. As a result of a grant received from the Iowa Department of Education, NCC developed a project aimed at accomplishing the following five goals:

1. To increase the awareness of college staff on cultural issues which may impact the potential of Hispanic involvement in postsecondary education at the community college.
2. To develop a recruitment and retention plan based upon input from the target population.
3. To initiate specific efforts, which will develop an enhanced awareness of the benefits of postsecondary education.
4. To identify needed support services for the transition of Hispanic high school students into postsecondary education. Both Sioux Center Community Schools and West Sioux Community Schools indicated an interest in working with the college in this area.
5. To develop an enhanced working relationship with area employers whose labor force includes the greatest number of Hispanic workers.

The initial phase of the project developed an advisory group. This group has met three times and is now developing specific strategies aimed at addressing the grant’s objectives.

- **Health Careers**—The college is expanding the opportunity to stimulate awareness and interest in healthcare careers among the young male high school population through the implementation of health careers classes in additional K-12 districts. Students are provided job shadowing and clinical experiences in healthcare facilities or related agencies in their communities.
- **Junior High Career Day**—The junior high career day, attended by approximately 1000, emphasizes nontraditional careers and expanded options for both male and female students. Students of both genders attend presentations.
- **Junior Career Day**—The college’s high school Junior Career Day is attended by 900 annually. Whenever possible, presenters who are nontraditional in their career are scheduled.
- **Special Students**—College staff work cooperatively with area education agency (AEA) staff to assist school-aged disabled or disadvantaged students explore a variety of occupations.
- **Carl Perkins Act**—Perkins/Tech Prep grant activities encourage the enrollment of students in nontraditional programs.
- **Campus Visits**—The college initiated the concept of program specific campus visit days this year.
- **Faculty Speakers**—Each term three to four instructors from technical programs provide presentations to high school and junior high classes emphasizing the opportunities in nontraditional careers.

Iowa Central Community College (ICCC)

Focus Area – Student Retention

The college has increased focus on visiting high schools and Early bird classes to recruit for specific programs like Human Services and Criminal Justice.

The Industrial Technology department has had teams of instructors visiting classrooms in and out of the Area 5, showing PowerPoints of Iowa Central's campus as well as the programs that the Industrial Technology department offers. Also, the coordinator of the Industrial Technology department has visited classrooms, which typically hold females, such as cooking and sewing classes, to show students the opportunities that exist for nontraditional students.

Iowa Central Community College's CAD program has partnered with Iowa State University to offer a workshop for female students to learn specific CAD software through tutorials. This exposes females to Computer Aided Drafting and may increase awareness's of opportunities that exist within the program.

Iowa Valley Community College District (IVCCD)

IVCCD addressed nontraditional gender recruitment and retention through a grant related to the Carl D. Perkins Vocational and Applied Technology Education Act of 1998. The \$5000 Increasing Enrollment and Retention of Under-represented Racial/Ethnic Minority Students grant helped to make the SEA program more culturally responsive to the large local immigrant population. Through the \$7000 Increasing Enrollment and Retention of Nontraditional Gender Students grant, the agriculture program has developed and implemented curriculum and marketing materials designed to attract and ensure the success of females in the program. In particular, efforts will focus on marketing to and recruiting K-12 students. The model includes redesigning recruitment and other program material to include a greater diversity of topics for both males and females. It also includes making the physical environment of the program appropriate to a wider diversity of physical characteristics and implementing a variety of teaching techniques that emphasize an understanding of the various learning styles of students, such as cooperative learning. Successful elements of the model will be adapted for implementation in other nontraditional gender related programs during fiscal year 2006.

This year, the district has also started offering K-12 students a Kuder career skills assessment to complement the Choices career software. Through these assessments, students, high schools and the college will gain needed data on student interests in career options. This service further extends the marketing of career options to students beyond the web, CD-ROM and printed materials.

K-12 students are encouraged to participate in Career Academies which allows high school juniors and seniors to enroll in college courses in a vocational field such as construction technology, computer networking, tool and die, industrial maintenance, broadcast technology and health occupations.

Additionally, the local businesses involved in the Marshalltown Education Partnership are providing funds for scholarship opportunities to encourage students to attain the skills necessary to replace their retiring workforce. These efforts will require K-12 students to explore career opportunities in nontraditional areas such as machine trades, swine management and renewable energy, as well as various medical careers.

Hawkeye Community College (HCC)

- EMC2, EHC2 career consortia contributed to awareness of K-12 of opportunities available through nontraditional careers.
- All Hawkeye Community College marketing and recruitment features students in nontraditional careers.

- Stairway to Opportunities is a program designed to expose middle school children to the many opportunities at Hawkeye Community College. Engineering, health sciences, commercial arts, and animal sciences are the specific career areas toured by the children. The program helps students begin to develop particular career interests. Approximately 70 percent of the program participants are minority children.
- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$7000 for recruitment and retention programs leading to nontraditional employment for their gender. The focus is increasing enrollment and retention of students in nontraditional careers. The grant project targets high school and middle school students and undecided HCC students to introduce them to career areas nontraditional for their gender. The project also provided SAGE training during faculty in-service in January 2005.

Eastern Iowa Community College District (EICCD)

During its strategic planning activities in 2005, EICCD has established a district-wide task force (a Chancellor's Initiative Team) to address diversity issues. Among the projects the task force is exploring is a peer mentor system for minority students and the development of cross-cultural technology based learning experiences for use in a wide variety of classroom settings. Work on specific new diversity projects will begin in July 2005.

Among EICCD current activities are:

- A grant from the Iowa Department of Transportation, which the EICCD uses to provide a program to train women for careers in Highway Construction.
- An annual career fair for "Women in Trades, Manufacturing and Science" held in April 2005. Local manufacturing companies were present to speak with women, as well as instructors from the Blong Technology Center (BTC) to explain training opportunities.
- Ongoing marketing apprenticeship programs to women through the BTC and sponsoring employers, and the Department of Labor representatives.
- An EICCD website to attract women and minorities into nontraditional careers.
- Faculty and Dean involvement with a variety of local committees and high schools coupled with the involvement with local minority chapters and churches has resulted in activities that may promote the recruitment of minorities and underserved in the vocational and career technical education programs and may lead to nontraditional employment and careers

Kirkwood Community College (KCC)

The Workplace Learning Connection is a district-wide intermediary that provides a wide array of work-based learning experiences for students and teachers. Over 700 employers support this program by providing tours, job shadowing, and internship experiences. These experiences enable students and teachers to be more aware of career opportunities in Iowa, including nontraditional careers.

A National Science Foundation grant has been funded for \$500,000 over five years. It is designed to increase the number of students that pursue Science, Technology, Engineering, and Mathematics careers (STEM).

As a core partner in the Region 10 Workforce Investment Act programs, Kirkwood provides selection priority to underrepresented populations including minorities, ex-offenders, persons with disability, and low-income individuals. Kirkwood staff consistently encourages participants to explore nontraditional occupational choices and in cooperating with the Regional Workforce Investment Board, have been very successful in placing clients from underrepresented populations in college level course and program.

Des Moines Area Community College (DMACC)

DMACC continued a number of activities to promote nontraditional careers to K-12 students:

- DMACC received a grant from the Iowa Department of Education to encourage males to enter health careers. The grant was used to develop a series of promotional materials that were distributed in local middle and high schools.
- DMACC continues to promote technical careers to high school students through Perkins and Tech Prep programs.
- DMACC faculty and staff visit local high schools to promote programs such as nursing, automotive technology, manufacturing technology and architectural millwork.
- DMACC staff recruits clients of Iowa Workforce Development to consider technical education at DMACC leading to nontraditional careers.
- Discover DMACC Days recruit high school students into career and technical programs through hands-on, on-campus visits.
- Students in STRIVE, (Selected Training Received in Vocational Education) Youth at Risk, ESL and high school completion programs are encouraged to continue into DMACC programs and to enter nontraditional careers.

On going recruitment activities continue to build relationships with underserved students to prepare them for college-level career preparation. These activities include Career Expo and weekly presence in high school and community-based organizations such as PACE (Porter Avenue Center of Education) Juvenile Justice Center, Scavo Alternative School, John R. Grubb YMCA, PEP Academy, and Mentor Iowa.

Western Iowa Tech Community College (WITCC)

The WITCC Latino community education coordinator serves as co-chair of WINGS, an annual conference for 8th grade girls in the Siouxland community to explore careers in the math and science fields. The conference was held on the WITCC campus in March 2005.

Iowa Western Community College (IWCC)

Iowa Western Community College has developed and enhanced linkages with area schools through collaborative efforts with articulation, honors early start, seamless education projects, and college in high school programs. Each initiative strengthens the relationship with K-12 students and provides a pathway for pursuing future careers.

K-12 Relationships

- The Engineering Technology department hosted Tech Daze, a technology camp for middle school students.
- College staff has developed a partnership entitled MPWRU (M-Power-U) with the Nishnabotna Council of Girls Scouts to encourage 5th – 12th grade girls to pursue science, math and engineering technology careers. This year's program was entitled "It's a Girl Thing."
- College-wide career days and program-specific career days promote technical and professional opportunities regardless of gender.
- Admission staff has worked with prospective students' career choices by reviewing interests and opportunities.
- Funds from Perkins and Tech Prep grants have been used to provide career awareness and training to identify potential barriers to nontraditional careers.

Southwestern Community College (SWCC)

Nontraditional Career Conferences

The college has continued to sponsor two nontraditional career conferences with participation from local business and industry and area K-12 schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas.

Transition Day

The college sponsored a College Transition Day designed for alternative high school students and students with special needs. The one-day conference has a strong emphasis on opportunities for under-represented student populations in nontraditional careers.

Indian Hills Community College (IHCC)

Participated in K-12 career fairs and presentations for K-12 classes.

- IHCC has conducted training in the Student Achievement Grounded in Equity (SAGE) curriculum on an annual basis.
- IHCC has prepared and utilized television commercials depicting females enrolled in programs nontraditional for their gender.
- IHCC hosted a regional diversity conference with sessions that addressed the topic of nontraditional enrollments.
- IHCC hosted a Junior and Senior Day.
- A Nontraditional Career Fair is planned for fall of 2005.
- Held a Health Occupations Camp June 2004 for 27 4th - 6th grade students. Participants enrolled in the camp were diverse in race and gender. Each camper was introduced to the health careers offered at IHCC and explored the employment options and opportunities.
- Attended 16 high school career fairs to introduce health occupation opportunities to a diverse student population. Student contacts totaled 1389.
- Offered health occupations courses on the ICN to 19 high schools. A diverse population of students completed Nursing Essentials I (Nurse Aide course), Medical Terminology, Medical First Responder, Health Records Essentials, Early Childhood Foundations, and Children's Literature. These offerings made students aware of opportunities available through nontraditional careers.
- Implemented an on-site Practical Nursing Career Academy to 14 students at one high school. Offered general education and nursing courses that allowed students to complete 22 credit hours of the nursing program.

Southeastern Community College (SCC)

The career pathways in-service series, "Happy Trails: Exploring Career Pathways", features nontraditional employees speaking to area K-12 teachers. Many of the teachers follow up by inviting these representatives to speak with their students and/or share those opportunities with their students.

Coordinated Career Day 2005 – approximately 600 high school juniors participated in this event which provided students an opportunity to visit sessions or representatives from approximately 50 occupations.

Through outreach with the Burlington/West Burlington Area Chamber of Commerce, Future Workforce Committee, Des Moines county 5th and 8th grader students were exposed to a variety of careers at the 5th Grade Career Fair and Project CAPE, respectively. A conscious effort is made to include employees/employers who are role models serving in nontraditional careers.

Through outreach with Healthy Henry County communities and the Henry County School-to-Career Consortium, Henry County students are exposed to a variety of speakers in nontraditional careers through activities such as Bring Your Work to School Day, Careers on Wheels, and career fairs in elementary schools.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative C: Increase collaborative efforts among community colleges, school districts, and community-based programs to target potential students in under-represented populations.

Department of Education Response

Racial/Ethnic Mini-Grants

In FY05, the DE for the first time offered incentive grants for community colleges to develop strategies to increase the enrollment and retention of minority students in career program areas where they are under-represented. Eleven of the 15 community colleges submitted grant proposals and received grants. Each grant was for \$5000.

Examples of some of the activities these mini-grants supported include:

- communication and collaboration with middle school counselors and teachers on ways to encourage and support students from under-represented racial/ethnic groups.
- data management systems for monitoring and evaluating disaggregated data.
- career days for middle and high school students targeted at students from under-represented racial/ethnic groups (Emphasis on Technology, Mathematics, Science and Biotechnology, and health-related careers).
- provision of minority career mentors.
- professional development using Student Achievement Grounded in Equity (SAGE), study circles, and other cultural proficiency/diversity training models.
- development of recruitment posters, brochures, and multi-media recruiting programs targeting students from under-represented racial/ethnic groups.
- development of multicultural curriculum units.
- targeted campus visits by minority high school students.
- campus focus group conversations on diversity.
- Spanish language and diversity training for staff.
- strategies for involving Latino students in Agricultural Education programs.
- translation and interpreter services.
- focus groups and surveys in the minority community.
- planning and implementing a regional diversity conference.
- increasing minority representation on strategic college committees.
- introduction to college courses with training in study skills, time management, test taking, and academic and career planning targeted at minority students.

Community College Responses

Northeast Iowa Community College (NICC)

- **Adult Re-Entry**—Staff maintain weekly office hours at two area Iowa Workforce Development Centers in order to create better and easier access to education for persons of all socioeconomic levels. Staff provides workshops to Promise Job clients and provides workshops to dislocated workers through the Iowa Advantage Initiative. Adult Re-Entry also maintains an advisory board comprised of staff from the area Department of Human Services, community action agencies, an economic development director, Proteus outreach specialist, Promise Jobs specialist, Iowa Workforce Development director, and students. The advisory board serves as a communication arm of the program by distributing information about nontraditional career activities and referring individuals to the college. Staff also participates in regular meetings of county service provider groups to distribute information about available services.
- **Displaced Homemakers/Single-Parents/Female Criminal Offenders**—Adult Re-Entry provides additional support services to displaced homemakers, single parents, and female criminal offenders. These services include emergency financial assistance for textbooks, childcare, transportation, food, housing, and other needs. Adult Re-Entry is a member of the Iowa New Choices Network for displaced homemakers, single parents, and female criminal offenders.
- **TRiO Student Support Services and TRiO Upward Bound**—These two programs target adult, high school, and middle school students who would be first generation college students. Typically, these individuals come from lower socioeconomic groups.
- **Diversity Activities**—NICC is collaborating with three local four-year colleges and universities to provide diversity training and activities for students, employees and the community. This will maximize resources and allow the colleges to tap national speakers and resources that would otherwise be unavailable to them.
- **Quality Faculty Plan**—The college encourages faculty to attend professional development activities in order to promote teaching innovations and explore best practices and new technologies in instruction. The plan also outlines some mentoring activities that encourage senior faculty to interact and provide guidance to NICC's newer faculty.

North Iowa Area Community College (NIACC)

Targeting Students: Many events are conducted at NIACC each year to assist all high school students in making informed educational and career decisions. Overall, more than 2000 students participated during the 2004-05 school year. In October, *Explore 2005* linked seniors and their parents to educational options, career opportunities, financial aid, and college success strategies. Other career exploration events at NIACC for high school students included *Wired Differently Day*, *Automotive Career Night*, *Taste of Tech Night*, and *Industrial Technology Open House*. The annual *Career Day and College Fair* held in May on the NIACC campus was attended by approximately 1300 area high school students.

Iowa Lakes Community College (ILCC)

- Expanded secondary partnerships with school districts to increase college credit enrollment for area students and respond to K-12 staffing challenges in areas such as mathematics and vocational/career education.
- Partnered with area school districts and increased high school graduate rates through traditional and nontraditional educational opportunities (i.e., Regional Academy, independent study, college by cassette, on-line classes, and alternative high school).
- **TRiO Programs** – area school districts partnered with Iowa Lakes to provide first generation, low-income students with activities and resources to pursue higher education.
- **Iowa Commission on the Status of Women** – provided financial support to persons with disabilities, the incarcerated, welfare participants, single parents, and displaced homemakers as they pursued additional education or job skills training.

- **Minority Recruitment and Retention Initiative Grant** - provided financial support for a series of focus groups with minority community and business/industry leaders; minority students currently enrolled at Iowa Lakes; career ladder program faculty; and Iowa Lakes staff to develop strategies which address identified education barriers and provide support activities that will strengthen minority student retention.

Northwest Iowa Community College (NCC)

- **Minority Recruitment Grant 2004-05**—A new initiative during this current year was the establishment of an advisory group to assist the college in developing a plan for enhanced recruitment and retention of Hispanic students. This advisory committee which has met multiple times this current year includes adults and high school students of Hispanic origin or other minority groups, representatives of the local education agencies, representatives of the business and industry communities that currently employ minorities, representatives of organizations that assist the minority population, Iowa Workforce Development, and representatives from the college, such as Student Services and the ESL/ABE program. These individuals were not only actively involved in the planning process but also worked cooperatively in the implementation of initiatives identified.
- **K-12 Cooperation**—The college recognizes that its success in addressing the needs of the potential students in under-represented populations has been enhanced through collaboration with a variety of partners. College staff members meet regularly with K-12 staff in regards to initiatives that address the needs and interest of various student populations.
- **K-12 Counselors**—Every year, an area-wide meeting of school counselors is hosted by the college seeking input on programming for the following years.
- **Area 4 Superintendents** – Northwest Iowa Community College participates in the monthly K-12 superintendent meetings, reporting and receiving input on various joint initiatives. This participation and open communication assists the college in obtaining the needed support from the LEAs for such events as Gender Equity Day.
- **College Registration**—The Northwest Iowa Community College registrar's office works with registrars from other colleges to assist students to proceed in a manner, which will facilitate their transfer. This is of particular assistance to students from under-represented populations as they are often from families who do not have a tradition of attending college and feel uncomfortable by the multiple processes.
- **Alternative High Schools**—Alternative high school students participated in the Junior Career Day.
- **Expansion of Alternative High School Sites at Ireton, Iowa**—Northwest Iowa Community College has worked cooperatively with the West Sioux Community School District to establish an alternative high school satellite site in Ireton, Iowa. This district has possibly the greatest number of low-income individuals and one of the highest enrollments of Hispanic students in Area 4.
- **Expansion of Alternative Site at Rock Rapids, Iowa**—Initial steps have been taken to form a collaborative arrangement with the Central Lyon and West Lyon School Districts to establish an alternative high school site in Rock Rapids, Iowa starting in the fall of 2005.
- **Career Days**—Northwest Iowa Community College worked collaboratively with representatives from K-12 districts and AEA 4 in the planning of the 8th grade and 11th grade career events.
- **TRiO Support**—The "STARS" TRiO Student Success program collaborates with other TRiO programs. This network allows TRiO participants to transition to programs at four-year institutions assuring that they will continue to receive the needed support services. (TRiO is a federally funded program, which serves 160 first generation, low income students by providing the support services necessary for them to successfully complete their education.)
- **High School Completion**—For some students, the first step before looking toward a career is the completion of their high school education. Northwest Iowa Community College works closely with area high schools in providing alternatives for students to complete their high school education. Nontraditional courses are encouraged as a means to earn the needed high school credit.

Iowa Central Community College (ICCC)

Iowa Central Community College Storm Lake Center League of Schools Accelerated English as a Second Language Program

A shared program in Intensive English as a Second Language (ESL) program started in FY 04/05. Over the years, the Storm Lake Schools and Iowa Central have both had a very effective English as a Second Language program supporting secondary and daily language communication skills. However, with the recent increase of English language learners, 33 percent of the total enrollment at the Storm Lake High School and 20 percent of the overall Storm Lake population, administrators have identified that many of these ELL students do function quite well on a daily language basis, not even needing further tutorial support. They also have identified that many ELL students are held back in succeeding in upper level curricular offerings. This recent population and enrollment increase is the backbone of the need to develop a cooperative accelerated academic language acquisition program. In the spring of 2004, over 100 high school students and adult English skills were assessed in the areas of English grammar, reading and listening with the COMPASS ESL assessment instrument. An accelerated ESL curriculum was developed and instructors identified. In the fall semester of 2004, students were placed in one of five levels of the new accelerated ESL curriculum. Classes contained a mix of both high school students and adult learners. After the fall 2004 semester 85 percent of the Intensive ESL students scored at levels on the post assessment instrument to allow them to proceed to the next level of Intensive ESL.

For many years the Iowa Central Community College Storm Lake Center has collaborated with seven area high schools in the delivery of both applied science and liberal arts college credit programming. This consortium has also allocated Carl Perkins funding to enhance these programs. This funding has had a significant impact on consortium vocational offerings. Over the last 14 years, the consortium has focused the Carl Perkins funding on enhancing the following programs: Building Trades, Electrical Systems, and Office Education held at Alta; Auto Body and Certified Nurse Aide held at Newell-Fonda; CISCO Computer Networking, Cosmetology, Engine Mechanics, Child Development, Marketing, Health Occupations, and Graphic Arts held at Storm Lake; and Manufacturing Technology held at Sioux Central.

New shared programs for fall 2005 will include a Para Educator program and expanding the successful Intensive English as a Second Language program. The Iowa Central Storm Lake Center director presents numerous consortium informational sessions to students, parents, teachers and administrators about the consortium opportunities. A PowerPoint presentation shows students enrolled in nontraditional programs, careers, and the wage earning potentials. The presentation is given at assemblies, small group sessions, at freshman student-parent orientation nights, and in classrooms at all consortium schools. The presentation content is about program content and is multicultural and non-sexist. Career Pathways brochures were also developed outlining the sequence and scope of the courses and the importance of integrating academic and technical skills in all vocational programs. Iowa Central also conducts ongoing meetings with LEA counselors to ensure that any segregation is by student choice rather than by scheduling problems, policies or practices. All of the programs are accessible to all participating school district students due to block scheduling and coordinated transportation efforts.

Iowa Central Storm Lake Center staff serves on the Storm Lake Community School's Education Advisory Board, Adult and Youth Programming Committee, Citizen's Advisory Committee, and Elementary and Middle School After School Program Advisory Committees.

Iowa Valley Community College District (IVCCD)

This year marked the first year in which IVCCD partnered with local school districts to offer, Kuder, a career skills assessment to complement the Choices career software. Through these assessments, students, high schools and the college will gain needed data on student interests in career options. The data will allow the college to better target potential students in underrepresented populations. IVCCD also addresses this need through collaborating with a variety of partners. The area consortia, consisting of K-12 and IVCCD personnel, meet regularly to discuss cooperative educational opportunities for students in both college-transfer and career and technical programs. Race, gender, and ethnicity recruitment and retention concerns and strategies are the focus of discussion in this venue. The district also partners with a variety of community and service agencies (e.g. MICA, Iowa Workforce Development, Promise Jobs, Vocational Rehabilitation) to coordinate resources and share referrals to services for potential under-represented students. A SAGE grant was used to train additional IVCCD faculty in the curricular and educational techniques that proactively ensure participation and successful goal attainment by diverse learners during the fall of 2004.. In addition, the college's Title III Assist program works with existing students in under-represented populations to connect students with community-based programs.

The Marshalltown Education Partnership is geared to serve low-income, first generation in college students, and in doing so, will reach out to under-represented populations to emphasize the value of postsecondary education. Financial assistance and human resources will be provided to participating students and their families to prepare them for a more lucrative future.

Hawkeye Community College (HCC)

- A project with Waterloo Community Schools was initiated in spring 2005 to bring all high school juniors and seniors to the college campus. The project aims to expose these students to the college and to allow them to gauge their college readiness by taking the COMPASS placement test. The Waterloo district will bring these students back to campus during their senior year to retake the COMPASS test and to measure their growth. The intention is to demonstrate to students the value of the core subjects they need to take to prepare for college.
- Grad Connection is a partnership between Hawkeye Community College and Waterloo Community Schools to intervene with students who may be at risk of graduation. These students take part of their coursework at the college's metro center outside the regular school schedule. The Waterloo district awards credit and students receive their diploma from Waterloo Community Schools.
- Waterloo Community Schools' high school faculty and staff fall in-service will be held on the college campus with the specific intent of exposing all high school personnel to the careers offered by the college.
- The TRiO Student Success Services grant collaborates with other TRiO programs within the community, state, region, and nation in serving under-represented populations. The network allows TRiO participants to transition between programs at other institution, assuring that these students continue to receive the support services they need at transfer institutions.
- R.J. McElroy Trust has renewed its commitment to provide scholarships to minority students who attend Hawkeye Community College. The Trust will award \$50,000 each year through 2008 to be used for this purpose
- R.J. McElroy Trust has established a \$25,000 grant to the College for the purposes of emergency childcare and transportation needs of students. The assistance will be awarded each semester based on referrals from advisors/counselors, faculty, or staff who identify students needing funding assistance for childcare and/or transportation needs. Assistance will be provided as payments directly to the childcare provider, or in the case of transportation, through the provision of bus passes or gas vouchers. This grant is effective through 2008.
- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$7000 for recruitment and retention programs leading to nontraditional employment for their gender. The focus is increasing enrollment and retention of students in nontraditional careers. The grant project targets high school and middle school students and undecided HCC students to introduce them to career areas nontraditional for their gender. The project also provides SAGE training during faculty in-service in January 2005.

- Grant funding received from three community foundations (R. J. McElroy Trust, Community Foundation of Waterloo and NE Iowa, and Guernsey Foundation) totaling \$10,500 for partial funding of the Martin Luther King Center of Hawkeye Community College's Remedial Skills Summer Program for up to 100 youth of any ethnicity in grades 5-8. One of the field trip activities goals is to increase youth awareness of postsecondary education by visiting Hawkeye Community College.

Eastern Iowa Community College District (EICCD)

In addition to new activities to begin in July 5 to address the goal of diversity in the EICCD 2005-2010 strategic plan, the following activities have taken place:

- Faculty and Dean involvement with a variety of local committees and high schools coupled with the involvement with local minority chapters and churches has resulted in activities that may promote the recruitment of minorities and underserved in the vocational and career technical education programs.
- EICCD established community based advisory groups for African-American and Hispanics in order to provide feedback in both the quad cities and Muscatine.
- A College Connection program at both West Liberty High School and Columbus Community High School. Both West Liberty and Columbus have significant minority populations. The College Connection program offers both arts and science and career technical higher education opportunities on site at area high schools.
- The EICCD is cooperating with Blackhawk College to produce a set of television commercials specifically targeting under-represented groups. These ads will feature successful students who are pursuing programs in technical fields.
- The EICCD Chancellor is currently hosting sharing meetings with the leadership from both the African-American and Hispanic Iowa quad city community.

Kirkwood Community College (KCC)

Kirkwood Community College supports and sponsors events and activities within the community, which helps to increase the local awareness in these areas. Kirkwood is partnering with the African-American History Center to provide distance education opportunities through the installation of an ICN classroom. Kirkwood supports the campus-wide International Diversity Day on the campus, in which over 600 local elementary students are brought to campus to learn about international cultures and activities. Kirkwood also provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new development and strategies to reach students with information about other cultures and careers.

Female faculty conducted an on-site presentation to local high schools on computer programming careers last year, and will be presenting on engineering careers this year. Both of these careers are traditionally male dominated.

Kirkwood has been active in the Professional/Technical Diversity Network for the past five years and two staff persons are presently conducting focus groups at businesses within the Economic Development Corridor in order to identify careers and needs in the recruiting and retention of a diverse workforce. This effort is in concert with Priority One, the Cedar Rapids Economic Development group.

Kirkwood has been a co-host with the mayor and city of Cedar Rapids for a Diversity Roundtable in which numerous citizens presented thoughts and ideas regarding the development of an improved and welcoming support system to persons with diverse backgrounds to positions and education within the service district. The next steps, co-hosted by Kirkwood and the city will be the sponsorship and development of events and a diversity assessment for the city.

Des Moines Area Community College (DMACC)

The Education Outreach specialists conducted the following services:

- Served 800+ middle and high school students (as well as adult or re-entry clients).
- Increased the number of community-based agencies and program collaborations to include Young Moms Group, Latino Groups, Wild Girls Group, Girls United Group, Sisters for Success, and Christ Apostolic Temple.
- Developed/Implemented College Connection Model for Direct Services with a manual for high school staff.
- Career Expo component served 700+ students.
- Coordinated group COMPASS assessment for targeted high school population.

In June 2005, DMACC and Partners in Economic Progress (PEP) have taken their partnership to the next level in providing quality education and human development opportunities to 200 African-American and Latino youth in grades 8 to 12.

In 2003, the Latino Leadership Project merged with PEP to extend a broad range of supports to a wider audience and to focus more resources toward achievement gap issues.

PEP partners include:

- Several public and privately held businesses (i.e., Principal Financial Group, Bankers Trust, Maytag, Wells Fargo, Pioneer, John Deere, United Parcel Service, Des Moines Register, and the Greater Des Moines Partnership).
- Des Moines Public Schools District
- A broad range of small- and medium-sized not-for-profit agencies and faith-based initiatives (i.e., Willkie House, Urban Dreams, Creative Visions, the Grubb YMCA, the Young Women's Resource Center, Orchard Place—PACE [Porter Avenue Center for Education], and Employment and Family Resources, and Children and Family Urban Ministries).
- Iowa postsecondary institutions (i.e., DMACC, American Institute of Business, Drake University, Grandview, Central College, Simpson College, Coe College, Grinnell, Iowa State University, University of Northern Iowa, and the University of Iowa)
- Senators Harkin and Grassley.

PEP programs and services include:

- In-School Advising – PEP staff work with students to establish education and personal goals and create an action plan to achieve their intended outcomes. Staff also closes the information loop with parents, school administrators/teachers, and community agencies to provide a web of support to advance each student.
- Get on the Bus! – PEP staff travel with students and parents to visit campuses of PEP's higher education partners.
- PEP Mentor-Protégé Program – PEP business and higher education partners provide mentor support for students to help them discover career paths that match their interests and education plans.
- PEP After School Achievement Program (PEP ASAP) – The relationship with DMACC Urban will provide PEP with the instructional and programming space needed to support a curriculum that provides students with collaborative learning opportunities and life-skills enhancement.

DMACC has had a representative serve on PEP's board of directors since its inception. DMACC representatives have provided vital leadership in shaping opportunities to broaden PEP students' access to higher education in the state of Iowa. To date, 80 percent of PEP's graduates have enrolled at a postsecondary institution, with one-quarter of these students enrolling at DMACC Urban, West, and Ankeny campuses.

In June 2005, DMACC granted PEP operating and programming space at the Urban campus. This move has allowed PEP to recapitalize funds formerly used for direct and indirect costs to increase its service capacity, strengthen its programs via direct and in-kind support from DMACC faculty, staff, and administration.

DMACC is poised to play a greater role in PEP's Higher Education Consortium. The consortium exists to provide extensive education opportunities to PEP students and their families. DMACC will continue to serve as a bridge for PEP students to enter four-year public and private institutions after earning an associate's degree. All institutions currently participating in the consortium relationship will have transfer agreements with DMACC.

Western Iowa Tech Community College (WITCC)

Western Iowa Tech has partnered with Morningside College and Briar Cliff University since 1992 to co-sponsor WINGS, an annual conference for Young Women Investigating Mathematics and Science. The purpose of the conference is to expose young women to nontraditional careers. The 2005 conference attracted 283 8th girls from numerous regional schools. Presenters, or "Resource Women" represented such professions as architecture, firefighting, microbiology, dentistry, dental hygiene, veterinary medicine, family practice medicine, chiropractic medicine, wildlife biology, and law. The keynote address was given by Dr. Julia Goodin, Chief Medical Examiner for the state of Iowa. Community sponsors of the conference included St. Luke's College, Gelita North America, Siouxland Hematology Oncology Association, American Association of University Women (AAUW), and Siouxland District Health Department.

Iowa Western Community College (IWCC)

Collaborative Efforts

- Iowa Western Community College has increased its efforts to market the college as one of "first choice and second chance". Area 13 and metro agencies have developed strong linkages due to the scope of program offerings in each career cluster.
- Faculty have presented at high school classes and college and career fairs encouraging students to realize their potential to pursue any field. Students are informed about career options, expectations, and realities of the work world.
- Perkins grant efforts have provided training to faculty concerning recruitment and retention strategies to encourage students in under-represented populations.
- Student Support Services staff have crafted programs and services to encourage and assist eligible students.
- Nebraska WIA clients continually pursue programs of study at Iowa Western Community College because of the college's academic reputation, breadth of programs, and faculty.
- The college has sponsored local as well as statewide service learning workshops involving community partners, students, the Department of Education, community colleges and universities. Experiential learning in community-based programs have created an awareness in clients of local postsecondary learning opportunities. Today's clients are tomorrow's potential students.
- A Transition Fair is conducted annually to acclimate students to various career and technical programs.
- The Bridges for Learning in Applied Science and Technology (BLAST) program has worked directly with high schools and the area education agency to assist targeted students transitioning from secondary to postsecondary programs.
- IWCC's men's basketball team participated in a reading program at Washington Elementary School.
- IWCC's women's basketball and softball teams participated in a reading program at Edison Elementary School.
- Students in Pre-Education and Human Services complete cooperative experiences with community schools and community-service agencies.

Southwestern Community College (SWCC)

Nontraditional Career Conferences

The college has continued to sponsor two nontraditional career conferences with participation from local business and industry and area K-12 schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas.

Young Women's Conference

The Creston Young Women's Group, a support group for at-risk high school youth, helps the college's Adult and Continuing Education staff plan, implement, and evaluate the Young Women's Conference sponsored by Southwestern Community College. This process allows young women, who are not normally in leadership roles, learn leadership and social skills and put those skills into practice.

Transition Day

The college sponsored a College Transition Day designed for alternative high school students and students with special needs. The one-day conference has a strong emphasis on opportunities for under-represented student populations in nontraditional careers.

Indian Hills Community College (IHCC)

- Academic Services is working with the abilities fund to develop workshops for students with disabilities that will explore the full range of career options available to them.
- Academic Services is working with Ottumwa Schools and multicultural ministries to develop activities to encourage the academic success and postsecondary enrollment/training of Hispanic youth in the area.
- Academic Services is working with area K-12 districts and Workforce Development to target services for at-risk youth.
- IHCC, in cooperation with the area education agency (AEA), Vocational Rehabilitation Services, and Workforce Development host a bi-annual Transition Fair for high school juniors and seniors with disabilities. The fair exposes them to a variety of postsecondary education programs and employment opportunities.
- IHCC in cooperation with the AEA, will host a New Student Seminar for all K-12 and college-age international students within area 15 in the fall of 2005.

Southeastern Community College (SCC)

A lead advisor in the Student Services division recruits and supports the five annual recipients of the SCC Trustees minority scholarships. These scholarships are full-tuition grants to minority graduates of Area 16 high schools for two full academic years, including two summer terms. SCC Foundation board members present these awards to recipients at local high school graduations and awards assemblies.

SCC, Workforce Investment Act (WIA), and area K-12's began a joint project this year seeking out high school dropouts and referring them to WIA for job and life skills enhancement. These individuals were also referred to the Adult Basic Education (ABE) program at SCC to assist these students in earning their GED.

Southeastern Community College's extended services coordinator works directly with local high schools and alternative high schools to recruit their dropout students in SCC's GED program. This individual also works with Iowa Workforce Development and its "out of school youth" program to ensure these students stay in class, graduate, and then become responsible members of the community either through work, college, or both. The majority of SCC's GED students are people of under-represented groups.

Southeastern Community College is an Employment Network (EN) with the federally-funded "Ticket to Work" program. An EN is any agency or instrumentality of a state (or political subdivision) or a private entity that takes responsibility for the actual delivery of services or the coordination/referral of services to those who have a disability and receive social security.

Southeastern Community College Career Services participated in providing a career development workshop at their site. The students had an opportunity to learn about their interest and personality trait preferences and how they relate to careers. The students also learned how to explore career alternatives using CHOICES and the on-line Occupational Outlook handbook.

Southeastern Community College's ABE/ESL program is completely centered on serving under-represented groups. The program works with many state agencies such as WIA, IWD, and DHS to help our students succeed in obtaining their GED and then pursuing their other dreams of either getting a job or going to college. The college receives referrals from these programs and from school districts.

SCC's multicultural student recruitment and retention coordinator has specific responsibility to visit area high schools and work with minority populations of students. In addition to expanding the college's international student market, this position is also responsible for recruiting and enrolling any students of color and/or non-native speakers of English.

SCC has taken the lead through a cooperative agreement with the Okinawa Shogaku School System in Okinawa, Japan to provide the opportunity for both high school international student exchanges as well as enrollment at SCC for Japanese high school graduates.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative D: Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry.

Community College Responses

Northeast Iowa Community College (NICC)

- **LINC/CLIC**—On a yearly basis, NICC enrolls college employees in the Leadership Institute for a New Century (LINC) program offered through Iowa State University. The program is designed to build and prepare employees for leadership positions in higher education. The Community College Leadership Initiative Consortium (CLIC) program provides upper level and mid-management administrators an excellent staff development experience focusing on the latest in management and supervision, current issues in the community college, and certification for administrator evaluator approval and renewal.
- **Iowa Leadership Academy**—Two NICC faculty members attended the Iowa Leadership Academy which is a yearlong academy focused on the development of leadership skills.
- **Continuing Education Programming**—The Women's Leadership program provide leadership learning opportunities to women in the tri-state area.
- **Tuition Reimbursement**—The college encourages all staff members to pursue continued education. NICC currently reimburses full and part-time regular employees at 100 percent of tuition for all coursework taken at NICC. Additionally, members of the professional, non-bargaining staff are eligible to receive salary advancement upon successful completion of a program of study that results in the attainment of an Associate, Bachelor's, Master's, or Doctorate degree.

North Iowa Area Community College (NIACC)

New Hires and Employee Demographic Studies

- **Selection Process:** The college has an established policy of affirmative action in recruitment, appointment, assignment, and advancement of women, minorities, and persons with disabilities. All employees who serve on selection committees attend an in-service training session to consider EEO/AA implications. This training has been integrated into the selection process. Job vacancies are promoted with minority and female professional organizations and associations and with Vocational Rehabilitation for persons with disabilities. Job postings on the college website are Bobby-Approved making them accessible to the visually impaired. Recruitment via the web has allowed us greater access to a national market. Personnel activities are monitored by maintaining an applicant and hiring log, a promotion and transfer log, and an exit analysis.
- **Affirmative Action Plan:** The affirmative action (AA) plan for the college is updated every two years. The affirmative action plan includes quantitative analysis of the relevant labor market and qualitative analysis. Currently, the college is not under-utilized for females or minorities at the administrative level. At the professional and faculty level, NIACC is not under-utilized for females and is under-represented by two minorities. For FY04, the reduced number of turnovers and positions provided less opportunity for progress with AA goals. The number of positions, applications, and minorities applying for positions all decreased by half for FY04. The AA plan is scheduled for update in July

2005. The plan is distributed annually to all employees and is made available on the staff Intranet communication system.

Continued Training and Development

- **Tuition Reimbursement:** The College encourages all staff members to pursue continued education. Toward this end, NIACC reimburses tuition up to the current highest rate at an Iowa Regent university for successful completion of college-level credit courses. During FY04, 38 staff members received reimbursement for 142 courses (392.68 total semester hours) for a total tuition reimbursement of \$73,496.
- **Leadership Training:** NIACC has, for several years, supported employee participation in Leadership Institute for a New Century (LINC) and Community College Leadership Consortium (CLIC), both of which are leadership programs offered by Iowa State University. These programs are designed for professional and leadership development for individuals working in the community college system. The college also supports participation in Leadership Iowa. The immediate past participant and next participant are women in leadership positions at the college.

Iowa Lakes Community College (ILCC)

- **Community College Leadership Initiative Consortium (CLIC)** – Iowa Lakes provided training opportunities for three personnel during FY05.
- **Advisory Committees** – Program coordinators were encouraged to achieve gender balance and promote minority participation on advisory committees.

Northwest Iowa Community College (NCC)

- **Leadership Institute for a New Century (LINC)/Community College Leadership Initiative Consortium (CLIC)**–Although the College has not designed a program to specifically increase women and persons of color in leadership positions, the college has annually participated in the Leadership Institute for a New Century (LINC) for a number of years. This program was originally designed for just that purpose. In addition to participating in this program, NCC had female representatives who participated in CLIC.
- **Iowa Academy**–This is the second year of the Iowa Academy for Organizational Development (a year long inservice opportunity offered through Maricopa Community College for mid-level management). Although open to anyone at the College, NCC's two participants were female employees.
- **College Positions**–During the 2003-2004 year, personnel changes occurred which resulted in increasing the number of women in leadership positions. Positions that had been previously held by males, which are now held by females, are the following: the Vice-President of College Services, the Vice-President of Student Services and Institutional Advancement, and the Dean of Arts and Science. During the 2004-2005 year, the registrar position was assumed by a female for the first time in the college's history.
- **Tuition Support**–Northwest Iowa Community College encourages all employees to pursue their continued education. In support of this effort, the college reimburses tuition for those pursuing further degrees in an amount up to the current highest rate at an Iowa Regent university. During this past year, numerous individuals took additional coursework.
- **Advisory Committees**–Program faculty are encouraged to achieve gender and minority participation on advisory committees.
- **Noncredit Leadership Training**–The Continuing Education Division of Northwest Iowa Community College provides leadership training to the general public, as well as working with local business groups to enhance leadership skills of local community members.
- **Entrepreneurial Training**–Entrepreneurial individuals have great potential for leadership roles in the local business communities. In 1998 NCC first received funding from the Kaufman Foundation to work cooperatively with the local high schools and provide a yearlong training program for 24 high school seniors. Although the funding has not been available for two years, the college has replicated that program and continues to provide this very beneficial program to area youth.

Iowa Central Community College (ICCC)

Focus Area – Human Resources

Iowa Central Community College has made significant efforts to increase women and persons of color in leadership positions. Two women are top administrative levels. A person of color is department chair for Social Sciences, Education, and Physical Education.

Among the teaching faculty, there are three Hispanics, one person of color, and two Asians teaching in the Arts and Sciences division. A Southeast Asian is an instructor in the Carpentry program. The new chair of the Business department is Australian, and the new soccer coach is from Scotland. The associate for the Industrial Technology department is a woman.

The college employs a very strong admissions staff that works diligently with area high schools to recruit under-represented groups into all programs. For the past two summers with funding through the Iowa DE, the college has provided technology camps for middle school girls in an effort to interest these girls in careers based on math, science, and technology. The college plans to follow these girls through their high school years and introduce more activities to encourage their interest.

Iowa Valley Community College District (IVCCD)

This year, as a part of the AQIP accreditation process, the district has focused on a Diversity QAP (Quality Action Plan). The diversity QAP team will research and analyze district diversity initiatives that will lead to student leadership opportunities. IVCCD is a leader in the state in the area of promoting faculty professional development through staff development units (SDU) fund allocation. In particular, the district continues to encourage and require, as a part of professional development plans over a four-year period, that faculty become leaders in promoting diversity learning strategies in and out of the classroom. IVCCD also implemented two state equity grants this year to enhance recruitment and marketing processes to increase knowledge about exemplary career and technical programs.

Hawkeye Community College (HCC)

- Hawkeye Community College sponsors one or two employees to participate in the Leadership Institute for a New Century (LINC) sponsored through ISU each year. This program asks college officials to identify potential leaders to participate in exploration of the various facets of community colleges through a four-credit course taken with their counterparts from other Iowa community colleges. The course explores cutting edge leadership skills and encourages the development of these individuals into future community college leaders. The program's purpose is to help fill the gap that is being created due to the large number of administrative retirees in the next few years. LINC provides an excellent opportunity to learn the best business practices for a variety of college issues and to form networking contacts for the participants.
- The college has planned and will implement the Diversity Faculty Internship Initiative spring 2006. It seeks to enhance interest of diverse populations in college teaching. The internship will recruit graduates from Iowa's colleges and universities to participate in a community college teaching experience with a Hawkeye Community College faculty member acting as mentor to the intern.
- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$7000 for recruitment and retention programs leading to nontraditional employment for their gender. The focus is increasing enrollment and retention of students in nontraditional careers. The grant project targets high school and middle school students and undecided HCC students to introduce them to career areas nontraditional for their gender. The project also provides SAGE training during faculty in-service in January 2005.

- Hawkeye Community College has implemented an Iowa DE grant in the amount of \$5000 for increasing enrollment and retention of under-represented racial/ethnic minority students. This project offered a two-credit course entitled: “Introduction to College For Under-Represented Students of Color and Minority Groups.” Incorporated in this course were strategies such as StrengthQuest, career workshops, cultural enrichment/speaker activities, business/industry field trips, financial aid awareness, and other support services. A faculty workshop on diversity occurred in February as part of a Color Me Human event.

Eastern Iowa Community College District (EICCD)

In addition to new activities to begin in July 2005 to address the goal of diversity in the EICCD 2005-2010 strategic plan, EICCD is a participant along with Iowa’s other community colleges in two leadership development programs coordinated by Iowa State University and the Iowa Association of Community College Trustees.

CLIC and LINC are programs designed to prepare future leaders for Iowa’s community colleges. CLIC focuses on providing upper level and mid-management administrators with an excellent staff development experience on the latest in management and supervision, current issues in the community college, and certification for administrator evaluator approval and renewal. LINC has traditionally focused on developing personal leadership traits and understanding the community college system and has expanded its scope in recent years from being primarily a program for women and minorities to include all potential leaders in the system. District staff have also been participating in the Iowa Leadership Academy, Leadership Iowa and the National Institute for Leadership and Development (NILD) program for women administrators.

Kirkwood Community College (KCC)

Kirkwood Community College supports and sponsors events and activities within the community, which helps to increase the local awareness in these areas. Kirkwood is partnering with the African-American History Center to provide distance education opportunities through the installation of an ICN classroom. Kirkwood supports the campus-wide International Diversity Day on the campus, in which over 600 local elementary students are brought to campus to learn about international cultures and activities. Kirkwood also provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new development and strategies to reach students with information about other cultures and careers.

Female faculty conducted an on-site presentation to local high schools on computer programming careers last year, and will be presenting on engineering careers this year. Both of these careers are traditionally male dominated.

Kirkwood has been active in the Professional/Technical Diversity Network for the past five years and two staff persons are presently conducting focus groups at businesses within the Economic Development Corridor in order to identify careers and needs in the recruiting and retention of a diverse workforce. This effort is in concert with Priority One, the Cedar Rapids Economic Development group.

Kirkwood has been a co-host with the mayor and city of Cedar Rapids for a Diversity Roundtable in which numerous citizens presented thoughts and ideas regarding the development of an improved and welcoming support system to persons with diverse backgrounds to positions and education within the service district. The next steps, co-hosted by Kirkwood and the city will be the sponsorship and development of events and a diversity assessment for the city.

Des Moines Area Community College (DMACC)

- Continuing a joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.

- Continued the collaborative partnership between DMACC, Iowa State University, and Simpson College to address the shortage of teachers of color in the K-12 system by offering a teacher education program targeting minorities and other under represented groups interested in teaching.
- DMACC sponsored seven females in Community College State Leadership Programs.

Western Iowa Tech Community College (WITCC)

The WINGS conference, Agriculture Day, and the Technical Skills Competition are annual events aimed at encouraging students to expand their career options. These are good examples of WITCC's collaborative activities to benefit students.

Iowa Western Community College (IWCC)

Programs to Promote Leadership

- Iowa Western Community College has involved faculty and staff in regional and statewide programs to enable and empower women and persons of color to assume leadership positions. These include:
 - Chamber of Commerce Leadership Council Bluffs program.
 - Leadership Institute for a New Century (LINC).
 - Community College Leadership Initiative Consortium (CLIC).
- Staff is encouraged to pursue positions of responsibility in statewide organizations such as the Empowerment Board, Iowa Vocational/Technical Deans and Directors Association, and arts and sciences deans.
- Faculty has presented seminars on equity issues for high school girls identifying nontraditional career options in the graphic communications industry.
- Professional staff has participated in the Women in Leadership program offered through the University of Nebraska at Omaha.
- The Early Childhood program promotes leadership positions for women in the field of Early Childhood Care through its coursework and certificate program in Early Childhood Administration.

Southwestern Community College (SWCC)

Incentive Grant for Increasing Enrollment and Retention of Students in Nontraditional Careers

During the past three years, Southwestern Community College has received grants for the implementation of initiatives designed to promote enrollment and retention of students in nontraditional careers. Due to the funding received and activities developed, considerable progress has been made. In 2002, there were no students nontraditional to their gender enrolled in the college's five targeted career areas. During the fall 2004 semester, 6.8 percent of students considered nontraditional to their gender enrolled in the targeted programs. The college has continued to develop additional activities to remain proactive in its recruitment and retention of these targeted populations.

Young Women's Conference

The Creston Young Women's Group, a support group for at-risk high school youth, helps the college's Adult and Continuing Education staff plan, implement, and evaluate the Young Women's Conference sponsored by Southwestern Community College. This process allows young women, who are not normally in leadership roles, learn leadership and social skills and put those skills into practice.

Nontraditional Career Conferences

The college has continued to sponsor two nontraditional career conferences with participation from local business and industry and area K-12 schools. The conferences provide opportunities for over 500 Area 14 students to explore careers in nontraditional areas.

Transition Day

The college sponsored a College Transition Day designed for alternative high school students and students with special needs. The one-day conference has a strong emphasis on opportunities for under-represented student populations in nontraditional careers.

Indian Hills Community College (IHCC)

- IHCC has conducted training in the Student Achievement Grounded in Equity (SAGE) curriculum on an annual basis.
- IHCC has prepared and utilized television commercials depicting females enrolled in programs nontraditional for their gender.
- IHCC hosted a regional diversity conference with sessions that addressed the topic of nontraditional enrollments.
- ABE/GED students visited the IHCC campus.
- College Bridge class for ABE students transitioning students from basic skills instruction and employment to technical training programs.
- IHCC/John Deere ProLiteracy project students were provided career classes.
- An IHCC staff member is housed at the Workforce Development Center one day per week to encourage enrollment of special populations in higher education.
- ABE classes were provided for clients in Crisis Shelters, including career information and career planning instruction.

Southeastern Community College (SCC)

Southeastern Community College is leading an initiative to develop the Southeast Iowa Center for Multiculturalism (SEICM). College staff worked to establish a nineteen-member board of directors with representation from around the region. Recognizing the shift in demographics occurring in the past ten years throughout southeast Iowa, the board's goal is to conduct an inventory, raise awareness, and promote regional multicultural issues and activities. Actions of the SEICM should provide positive economic and social benefits residents, employers, and taxpayers of the region.

Southeastern Community College has hired a student multicultural recruitment and retention coordinator. This person also serves on the SEICM Board.

SCC has continued to take an active role in hosting international professionals/leaders through the Open World Leadership program. This program brings five-ten administrative level professionals (in several cases mostly women) to visit the southeast Iowa region for a 10-day visit with American counterparts in their field of expertise. SCC has benefited greatly from these experiences by having these visitors meet with various student groups, classes, faculty, administration, and the Board of Trustees. As the coordinating host for this program, the college arranges visits/meetings with various area businesses, schools, and organizations so the entire region benefits from the opportunity.

The college continues to support the statewide Community College Leadership Initiative Consortium (CLIC) and the Leadership Institute for a New Century (LINC) programs through ISU by sending one or two staff members to each program annually.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative E: Design opportunities to ensure that the faculty and staff meet the needs of under-represented populations by utilizing research-based best practices and continuous assessment.

Department of Education Response

MOA/Equity Reviews

During the 2004-2005 school year, 12 equity reviews were conducted. The reviews were conducted in one community college, one area education agency, and 10 school districts. The purpose of the reviews are to determine compliance with state and federal civil rights and equity requirements related to gender, race, national origin, language, disability. The process carries out the DE's responsibility to monitor civil rights compliance as required in the Office of Civil Rights Guidelines issued in 1979. The reviews are conducted in tandem with school improvement visits to school districts in what are referred to as school improvement visits with a focus on equity. The reviews are conducted as a component of the accreditation visits at area education agencies. Currently, community college reviews are stand-alone reviews for equity. Work continues on ways to integrate equity-related concepts into the community college accreditation process.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The spring 2005 ICCSSA meeting was held in coordination with the community college Arts and Sciences Deans group in order to jointly engage in a workshop titled Cross Cultural/Diversity Awareness. The workshop was presented by Michelle Soria, Executive Director of the Iowa Council for International Understanding. The three-hour workshop was jointly organized by Joan Williams and Robin Lilienthal, Chairs of the Student Services Administrators and the Arts and Sciences Deans groups, respectively. This was the first time the two groups have come together to share in a guest speaker/presentation on an issue central to both groups. The issues addressed in this workshop focused on our changing student body and their differences not only in race and ethnicity, but in language, religion, culture, mental/physical ability, and sexual preference.

Community College Responses

Northeast Iowa Community College (NICC)

- **College Vision Team**—NICC's vision team consists of campus personnel responsible for improving the enrollment management process. The team can respond to the changing enrollment demographics and advocate for under-represented students and has an annual "visioning" and strategic planning process to make sure goals are appropriate for the college and the district.

- **Educational Opportunity Programs**—NICC houses Department of Education TRiO – Student Support Services and TRiO - Upward Bound programs in order to provide academic support to low income, first generation students and students with disabilities. NICC TRiO grants support the objectives of opportunity, equity and access to postsecondary education for nontraditional students by increasing TRiO participant retention, graduation, and transfer rates.
- **Diversity Activities**—NICC is collaborating with three local four-year colleges and universities to provide diversity training and activities for students, employees and the community. This will maximize resources and allow the colleges to tap national speakers and resources that would otherwise be unavailable to them.
- **Disability Navigator**—NICC has also collaborated with the disability navigator from Iowa Workforce Development to provide additional resources to staff and supports for students. The disability navigator has met with students on campus for informational meetings and mock interviews. Mock interviews are offered to any students with disabilities who are approaching graduation.
- **Management Plans**—NICC plans to hire a full-time institutional research position. This person will utilize data that is available and identify areas of concern for the college to address.

North Iowa Area Community College (NIACC)

- **Student Perception Surveys:** Each year a representative sampling of students is given the ACT opinion survey. The ACT survey assesses students' perceptions of the NIACC experiences. The Vice President of Student Services examines the results for disparate impact on under-represented groups. This information is then shared with President's Council, Instructional Council, and Student Services Council.
- **Student Profile Report:** This report is created annually drawn from demographic data. Data is disaggregated based on race and gender. The results of the report are shared with the NIACC Board of Directors, Instructional Council, and Student Services Council.
- **Financial Management Advisor:** A new position has been created at the college to aid students with socioeconomic barriers to education in finding successful avenues of financing their education.

Iowa Lakes Community College (ILCC)

- **Assessment Review Committee (ARC)** utilized CAAP testing as a tool in reviewing general sophomore academic attainment at Iowa Lakes as compared to other two-year and four-year institutions across the nation. Results of the CAAP tests were discussed during an annual retreat and presented college-wide in electronic format. Students that participated in the CAAP study received certificates of proficiency when applicable. CAAP impact was evaluated by gender, degree, and program.
- **Data based decision-making:** Student centered initiatives and enhancements resulted from data obtained through various student surveys (Alumni Follow-up Survey, Before Grad Survey, Entering Student Survey, Former Student Survey, Student Opinion Survey).
- **Quality Faculty Plan** – faculty were encouraged to attend professional development opportunities to enhance and improve curriculum and effective teaching methodology. Each faculty member is required to submit an individual professional plan during an annual employee evaluation.

Northwest Iowa Community College (NCC)

- **Customer Service Philosophy**—The college emphasizes a focus on “customer service.” The needs of individual students is a high priority and this requires the identification of the unique needs of nontraditional students.
- **Faculty Development**—The NCC Faculty Development Plan, which was recently developed supports participation by faculty in activities which increase their knowledge and skills in the use of research-based best practices and continuous assessment.
- **Assessment**—All faculty participate in annual assessment activities which are aimed at increasing student success. There are three levels of assessment; classroom, course, and program.

- **Support Services**—The college's Comprehensive Assessment Plan includes evaluation of not only teaching and learning in the classroom, but all institutional functions. Surveys regarding student knowledge of, use, and satisfaction of learning support services are conducted annually.
- **Course Improvement Surveys**—Course improvement surveys are given to students every semester. The Deans collect and review the data and visit with instructors to identify any instructional processes that could be improved.
- **Review of Course Improvement Surveys**—It has been identified that no means exists to quantifiably demonstrate that specific needs of under-represented populations are being met by the faculty and staff. The Academic Deans have agreed to review the course improvement survey form and include a question to obtain this information in the course improvement surveys beginning in the fall of 2005.
- **Learning Center**—The Learning Center staff are very active in both the Iowa Developmental Education Association (IDEA) and the National Association of Developmental Education (NADE), attending training on an annual basis to increase their skills in working with those students most in need of supportive services.
- **Title III Staff Development Opportunities**—Funding received through the Title III grant has allowed NCC to expand its training opportunities for faculty. Faculty development funded by the grant has focused on strategies, which would result in greater retention of high risk students. Specifically workshops have included the following: "Working With At-Risk Students," "Learning Styles," and "Classroom Applications For The At-Risk." The entire faculty attended these workshops.

Iowa Central Community College (ICCC)

Focus Area – Human Resources

Classroom assessment techniques along with summative assessments have been employed by all full-time instructors at Iowa Central. Based upon their findings, instructors have adapted their classroom instruction methodologies and the curriculum to assist in the opportunities for success by all students.

Three learning outcomes have been identified across the entire campus. These academic outcomes include personal responsibility, communication abilities and critical thinking skills. Learning Improvement Teams have been utilized to assist in the assessment of student attainment of these goals and the appropriateness of the techniques being used to measure assessment.

The college has three staff members representing the Business department and presenting at the National Institute for Staff and Organizational Development (NISOD). They will be presenting on the flex lab. The college also had a number of staff members attend different staff development conferences throughout the year.

Iowa Central Community College instructors have volunteered to go through Student Achievement Grounded in Equity (SAGE) training. These people that have gone through the training will then apply it to themselves and do observations. In the fall they will then become the trainers to the rest of the instructors.

Faculty also go through the learning improvement process (LIP) process, which allows them to look at instruction and document effective communication, personal responsibility, and critical thinking that is going on within their classroom.

Iowa Valley Community College District (IVCCD)

All IVCCD faculty members have designed and are following new professional development plans, which include elements of diversity research and training. These plans will include addressing an increase in teaching competency and program skills, as well as technological abilities. These individual plans will provide opportunities for faculty to learn research-based strategies to ensure that the needs of under-represented populations are met. Many of the faculty will document and teach the successful strategies that work to make under-represented populations more successful in their pilot programs. Faculty will have four academic years to address several development criteria, including developing strategies for teaching to

individual learning style differences. As part of these plans, fall 2004 training in SAGE has provided an opportunity for faculty to learn how to address the needs of under-represented populations in their professional development plans. The Diversity QAP team will continue to aid faculty by researching and recommending professional development opportunities.

Hawkeye Community College (HCC)

- The college's AQIP project on African/American student retention specifically addresses the role of perception in creating a campus environment that is friendly to African/American students.
- Hawkeye Community College tracks enrollment, retention, and graduation by gender and ethnicity. Current data show the college to have 12 percent minority enrollment. The service area is 6 percent minority. Men are under-represented, comprising only 42 percent of headcount. Awareness of this data is shared with the college's recruitment and retention staff.
- Hawkeye Community College continues to implement SAGE training of faculty. SAGE activities this year are funded by grants from the John Deere Community Credit Union and the Iowa DE. The goal of the program is to prepare faculty and others working with adult learners to become inclusive in their instructional approaches and to increase student achievement and retention.

Eastern Iowa Community College District (EICCD)

The following activities have taken place to address these issues:

- Held workshops for faculty using the SAGE materials at MCC.
- Conducted focus group sessions with minority students at West Liberty and Columbus High Schools and shared that feedback with MCC faculty during a staff development session.
- Through a grant from the Iowa Department of Transportation, EICCD provides a program to train women for careers in highway construction.
- Career fair for "Women in Trades, Manufacturing and Science" was April 6, 2005 at the Blong Technology Center. Local manufacturing companies were present to speak with women, as well as instructors from the BTC to explain training opportunities.
- Marketed apprenticeship programs to women through the Blong Technology Center.

New activities will begin in July 2005 to address the goal of diversity in the EICCD 2005-2010 strategic plan, with several projects under consideration that specifically address staff hiring and training for diversity. EICCD also plans to conduct an internal review of EICCD facilities and student support services for students with disabilities and special needs in 2005 to improve EICCD's ability to meet those needs.

Kirkwood Community College (KCC)

Kirkwood requires that new faculty (instructors, librarians, and counselors) meet competencies that reflect the college's goal of meeting the needs of under-represented populations, using research-based practices and continuous assessment. Competencies that speak to these goals include:

- The instructor and counselor understand how students differ in their approaches to learning, both individually and culturally, and create instructional opportunities that are equitable and adaptable to diverse learners.
- The instructor and counselor use appropriate technology in the planning, delivery and assessment of instruction.
- The instructor uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The librarian understands how students differ in their approaches to learning, both individually and culturally, and provides research assistance and instruction that are equitable and adaptable to diverse learners including those with learning and physical disabilities.

- The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assists in the creation of a regularly updated collection development policy.

Des Moines Area Community College (DMACC)

The Education Outreach specialists conducted the following activities:

- Developed a comprehensive database to track and monitor students for recruitment, enrollment and retention.
- Initiated a Fashion and Design Career Expo targeting under represented high school students, working collaboratively with current DMACC and high school teachers. The goals were to promote awareness of the DMACC program and to recruit potential students. Attending the Expo were 43 students, two high school teachers, eight DMACC Fashion/Design students, program chair, and instructors.

Western Iowa Tech Community College (WITCC)

College staff and faculty attend conferences, take classes, and subscribe to professional publications in which research-based practices and assessment activities are described. Additionally, Western Iowa Tech relies heavily upon the results of the annual Community College Survey of Student Engagement to inform faculty and staff of how students report their experiences at the college. These results are analyzed by various demographic categories, including race/ethnicity. Each year's results are examined for improvement in areas of weakness.

Iowa Western Community College (IWCC)

Research-Based Practices and Assessment

- Iowa Western Community College has revised its Student Learning Outcomes Assessment plan to align with the new Higher Learning Commission criteria. Implementation of pilot data collection will be initiated during the next academic year. This ongoing assessment will provide the framework for addressing areas of concern in student performance.
- The Title III Strengthening Institutions grant has focused on effective teaching and learning methodologies to improve retention and enhance student performance. First-term students complete a learning styles inventory. Learning profiles of students enrolled in courses assists faculty in selecting teaching strategies applicable to the profile.
- The Social Science department has conducted student perceptions studies concerning the college and its culture.
- Student Services administered the Noel-Levitz survey regarding student perceptions. Results were analyzed by demographic subgroups as well as summative reports.
- The Office of Institutional Research is developing profiles of successful program students. Data will be analyzed for each cohort group.
- College documents, policies and procedures emphasize nondiscriminatory practices for college and/or program admission.

Southwestern Community College (SWCC)

Student Achievement Grounded In Equity (SAGE)

During the 2003-2004 school year, Southwestern Community College faculty, staff, and administrators were required to go through a SAGE training workshop. The training provided all college employees with updated research on strategies to increase student achievement and retention and better prepare students for a changing workforce. The primary objective of the training was to increase everyone's awareness of the

need for a more interactive and supportive environment for postsecondary students. Follow-up activities have been developed and implemented by staff and faculty during the 2004-2005 academic year.

Policies and Procedures Revisions

During the 2004-2005 academic year, Southwestern Community College made several revisions to policies and procedures to establish a system to review practices of advising students and program and course scheduling practices as they relate to equity issue. The college also took aggressive steps to provide consistency in the nondiscrimination statement in all written documents and publications.

Cultural Diversity Conference

Four Southwestern representatives attended the Diversity Seminar hosted by the DE in Des Moines, Iowa on May 5 and 6. The group in attendance brought back several new ideas that will be discussed in the college's strategic planning session scheduled in July.

Indian Hills Community College (IHCC)

- IHCC has conducted training in the Student Achievement Grounded in Equity (SAGE) curriculum on an annual basis.
- IHCC has prepared and utilized television commercials depicting females enrolled in programs nontraditional for their gender.
- IHCC hosted a regional diversity conference with sessions that addressed the topic of nontraditional enrollments.
- Provided disabilities awareness handbooks to support instructional efforts for students with disabilities.
- Provided placement resources (handbooks, websites, etc) to assist with job placement for students with disabilities and other special populations.
- Provided videoconferences to faculty, counselors and recruiters that address the topic of enrollment and retention of special populations.
- Provided monthly mailings to faculty that address issues of specific disabilities to assist faculty in providing instruction to students with disabilities.
- Provided quarterly newsletter to high school counselors that indicates the college support services available for under-represented populations.

Southeastern Community College (SCC)

No response.

Goal #5: Iowa's system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative F: Strengthen support systems that increase successful transfer and/or employment of minorities and non-traditional students.

Department of Education Response

Indian Hills Diversity Resource Center

The state continues to provide equity-related resources through the Diversity Resource Center at Indian Hills Community College. Indian Hills has graciously continued their in-kind support, gathering and housing gender-equity and diversity-related educational materials and providing access through a program website to educators across the state. It is the DE's intent for the Resource Center to transition into a Diversity Electronic Pathways Website that will describe and provide links to gender equity, nontraditional career and diversity related electronic resources, and websites across the country. The Resource Center also provides support services for the DE's equity leadership team, the Community College Diversity Seminar, and other equity-related meetings during the course of the year.

System-Wide Responses Contributed by Community College Liaison Groups

Iowa Community College Chief Student Services Administrators (ICCCSSA)

The spring 2005 ICCSSA meeting was held in coordination with the community college Arts and Sciences Deans group in order to jointly engage in a workshop titled Cross Cultural/Diversity Awareness. The workshop was presented by Michelle Soria, Executive Director of the Iowa Council for International Understanding. The three-hour workshop was jointly organized by Joan Williams and Robin Lilienthal, Chairs of the Student Services Administrators and the Arts and Sciences Deans groups, respectively. This was the first time that the two groups have come together to share in a guest speaker/presentation on an issue central to both groups. The issues addressed in this workshop focused on our changing student body and their differences not only in race and ethnicity, but in language, religion, culture, mental/physical ability, and sexual preference.

Community College Responses

Northeast Iowa Community College (NICC)

- **Educational Opportunity Programs**—NICC houses Department of Education TRiO – Student Support Services and TRiO Upward Bound programs in order to provide academic support to low income, first generation participants, and participants with disabilities. NICC TRiO grants support the objectives of opportunity, equity and access to nontraditional students by increasing TRiO participant retention, graduation, and transfer rates.
- **Outreach to International Students**—NICC's diversity committee has initiated plans to implement a mentoring and orientation program geared specifically to help incoming international/foreign students. The mentoring program would pair second-year honor students with new, incoming international students to help them adjust to a new culture and assist them around campus. The group also hopes to provide special events to give students an opportunity to socialize.

- **Older, Wiser Leaners (OWL) Student Group**—A group of adult students is beginning to organize an adult student group on campus with support from the Adult Re-Entry program. Students have identified some basic services or supports that would be helpful to adult students, particularly in their first semester. A newsletter for adult students has also been initiated.
- **Labor Market Information**—Adult Re-Entry staff collaborated with IWD and utilizes IWD resources on labor market information. Students and job seekers are assisted in accessing and deciphering labor market data as they make training and employment decisions.

North Iowa Area Community College (NIACC)

- **Demographics:** While NIACC has had traditionally low-minority enrollment due to a low-minority population in the nine-county area, the college has consistently enrolled a higher percentage of minorities than the area population. For the 2004-2005 year, NIACC's enrollment of minorities was at 7.5 percent, up from 7.2 percent a year ago. Student Support Services, a program designed to assess college success, had 11 percent minority enrollment.
- **Women in IT:** This program was held in the evening. High school females and other interested women were invited to an informational dinner to promote career opportunities in information technology.
- **Raising Awareness:** From past initiatives, the Tech Prep program has enrolled three high school females in the automotive program for fall, and four high school males at the Health Careers Academy. Tech Prep continues to work with the Industrial Division, IT, and the Health Division to make high school students aware of opportunities for careers for both genders.
- **Enlightened Learners:** NIACC has continued to offer this support group for students 25 years of age and older, called Enlightened Learners. This group meets each Wednesday during the noon hour and offers support to nontraditional students, many who are returning to college in nontraditional career paths.

Iowa Lakes Community College (ILCC)

- Students provided feedback through Before Graduation Surveys, Entering Student Survey, and Student Focus Groups on ways to strengthen support systems. Placement data was obtained from Before Graduation Surveys and Alumni Follow-Up Surveys to document the percentage of students who transfer to the university following completion at Iowa Lakes. Former student surveys provided transfer and employment data on students not receiving a degree.
- **TRiO Student Support Services** – provided additional support measures for first generation, low-income students such as peer mentoring, job, and academic skills seminars.

Northwest Iowa Community College (NCC)

- **Student Support Services**—“Stars” is a program at NCC funded through the United States Department of Education TRiO-Student Support Services funds. This program supports the concept of opportunity, equity, and equal access by providing those support services aimed at increasing TRiO participant retention, graduation, and transfer rates. This program is a valuable support system for nontraditional students. Now in its fourth year, the program serves 160 low income, first generation, or disabled students.
- **Cultural Events**—TRiO students participate in cultural events, which expose them to cultural diversity. Examples of programs attended include the following: Ko-Thi (African Dance Company), a Hispanic ballet, a Ukrainian dance company, and an urban experience.
- **Compass Testing**—Title III initiative at the college has allowed for enhancement of the college's assessment and advising services. The diagnostic results now available as a result of the switch to Computerized Adaptive Placement Assessment Support System (COMPASS) testing, provides additional invaluable information in the advising of nontraditional students.

- **Support Services for On-line Students**—Many of the college nontraditional students are enrolled in on-line course. Providing support services to these students has been incorporated into a Title III grant funded this year. Prior to receiving the grant, Iowa Community College On-line Consortium (ICCO) proceeded in expanding support services to students by expanding availability of library resources. One of the most important support services available to the on-line student is the 24-hour/day, seven-day/week help desk.
- **Learning Center**—Northwest Iowa Community College places a priority on assisting students in successfully reaching their educational and career goals. Successful transferability and/or employment are dependent upon the initial successful completion of a program of study. The learning center staff has varied educational backgrounds to provide the needed academic support to facilitate the success of minorities and/or nontraditional students in their program of study.
- **Financial Aid Application**—The nontraditional student finding the submission of financial aid application a daunting task can seek one-on-one assistance through the financial aid office.
- **Donna Brinkman Fund**—An emergency fund established in the name of a retired displaced homemaker coordinator provided financial support to several nontraditional female students in need of assistance to continue their attendance at class. Although this is an extremely small fund, it can pay for such practical things as replacing a flat tire, which a student has no funds to cover.
- **Career Center**—The Career Center assists nontraditional students seeking career and educational planning assistance through the development of individual career plans, resumes, and job search skills.
- **English as a Second Language (ESL)**—Through the Continuing Education Division, English classes are provided to non-English speaking adults in communities throughout the entire area.
- **Articulation**—Course articulation and transfer information is readily available to students. Official articulation agreements have existed with the following institutions: Bellevue University, Briar Cliff University, Capella University, Dakota State University, Iowa State University, Northwest Missouri State University, Mount Marty College, Morningside College, Southwest State University, University of Iowa, University of Nebraska at Kearney, University of Northern Iowa, University of Sioux Falls, and University of South Dakota. This past year articulation agreements were finalized with four additional colleges. They are the following: Franklin University, University of Phoenix, Upper Iowa University, and Waldorf College. Northwest Iowa Community College also has unofficial agreements with Buena Vista University, Dordt College, and Northwestern College. Easy to read articulation guides have been developed for colleges where many of the students transfer. These guidelines are found on the college website where they are readily accessible to students.

Iowa Central Community College (ICCC)

Focus Area – Human Resources

Through the advisory committees, the college has put an importance on nontraditional students successfully finding employment and/or transferring to another college. Also, instructors act as mentors to students, they will spend extra time coaching them about getting a job. They will also direct students to a job.

The college has also developed an informal group called DIVA Tech, which is designed for females, but other nontraditional students are welcome to participate. The group meets once a month, to discuss issues that may develop and barriers that they feel need to overcome. This enables the Industrial Technology department to evolve with the changing environment and social feelings to provide a comfortable environment for minority and nontraditional students.

Iowa Valley Community College District (IVCCD)

IVCCD places a high priority on assisting students in reaching their educational and career goals. Academic advising is faculty-based, with counselors and faculty advisors available to assist students in selecting the best courses to meet their career goals. Spanish-speaking tutors are available in the Academic Center for Excellence and Success Center for students who need additional help with their coursework. The college's Title III Strengthening Institutions grant allows for more intensive advising of at-risk students, resulting in increased retention of minorities and nontraditional students. Certain scholarship opportunities are geared specifically for nontraditional and minority students. Gender equity grants for sustainable agriculture and agriculture/swine programs to increase recruitment activities were received. Though not directly targeted to minorities and nontraditional students, a default prevention grant from ICSAC to provide programs on campus to enhance student knowledge of financial aid programs available to them.

Hawkeye Community College (HCC)

- The college is in its third year of a federally funded TRiO Student Success Services (SSS) grant that directly addresses this goal. The grant has recently been renewed through 2008. The grant serves 160 individuals who are identified as first-generation college students, low income, or educationally disadvantaged. Each participant is required to actively participate in cultural events and academic workshops presented by various departments within the college and by agencies in the community. These workshops and cultural activities are scheduled throughout each semester and are dedicated to serving the 160 TRIO participants.
- The TRiO SSS grant has a specific program objective of assisting in successful transfer of 32 students to four-year colleges each academic year. The grant provides staff that takes students to universities for college visits. Support Services are comprehensive and include career/life planning, transfer counseling, academic support, tutoring, and visits to four-year colleges. It often takes three to four visits for these students to make the transfer commitment.

Eastern Iowa Community College District (EICCD)

Current EICCD activities include:

- Visited transfer schools with a transfer advisor for students in SCC's TRiO program.
- Conducted periodic transfer workshops to discuss application process, timelines, and financial aid at all EICCD colleges.
- Assisted students with transfer application completion at all EICCD colleges.
- Transfer Guides are available with course articulation and contact person information for each area four-year college at all EICCD colleges and through its website.
- Partnerships were developed with St. Ambrose University and the NSF to provide scholarships targeted toward women and minority engineering students from all three colleges. Appointments are available for students to visit with college recruiters when they visit EICCD campuses.
- EICCD representatives participated in the Quad Cities Minority Student College Fair.
- In the past year, EICCD applied for and received funding for a five-year DE Student Support Services project. This project provides significant resources to first generation, low-income or educationally disadvantaged students. A specific goal of this program is to support the successful transfer of students. The program has one staff position specifically charged with encouraging, assisting, and supporting students with transfer to a four-year institution.

Kirkwood Community College (KCC)

Kirkwood Community College supports and sponsors events and activities within the community, which helps to increase the local awareness in these areas. Kirkwood is partnering with the African-American History Center to provide distance education opportunities through the installation of an ICN classroom. Kirkwood supports the campus-wide International Diversity Day on the campus, in which over 600 local elementary students are brought to campus to learn about international cultures and activities. Kirkwood also provides developmental and learning activities on Martin Luther King Day to staff and faculty to help them be aware of new development and strategies to reach students with information about other cultures and careers.

Female faculty conducted an on-site presentation to local high schools on computer programming careers last year, and will be presenting on engineering careers this year. Both of these careers are traditionally male dominated.

Kirkwood has been active in the Professional/Technical Diversity Network for the past five years and two staff persons are presently conducting focus groups at businesses within the Economic Development Corridor in order to identify careers and needs in the recruiting and retention of a diverse workforce. This effort is in concert with Priority One, the Cedar Rapid Economic Development group.

Kirkwood has been a co-host with the mayor and city of Cedar Rapids for a Diversity Roundtable in which numerous citizens presented thoughts and ideas regarding the development of an improved and welcoming support system to persons with diverse backgrounds to positions and education within the service district. The next steps, co-hosted by Kirkwood and the city will be the sponsorship and development of events and a diversity assessment for the city.

Kirkwood is managing a National Science Foundation grant that provides \$90,000 in scholarship support for students with demonstrated financial need planning to study computer science, engineering or mathematics.

Kirkwood is working with area high schools to recruit under-represented students into STEM academic programs of study. A \$500,000 National Science Foundation grant supports these efforts.

Based on recommendations of a special taskforce to explore the issue of overcoming the lack of women in our Industrial Technologies programs, the college has established a Women in Technology Association. The group is comprised of female students in the Industrial Technology programs. This group of women meets on average of two times a month to discuss their community college experience and suggest ways to attract other female students to nontraditional programs.

Des Moines Area Community College (DMACC)

The Going Home Re-Entry program seeks to improve community safety by providing transition services, which include education, job training/placement, and related support services for serious and violent offenders (male and female) returning to the community. During this reporting period:

- 90 offenders were served.
- Services provided were education and related case management support.
- 13 percent enrolled in education.
- 52 percent employed during the first six months post prison release.
- 91 percent maintained employment during the 6 months post prison release.

Western Iowa Tech Community College (WITCC)

WITCC students continue to benefit from supplemental instruction and from the academic and personal counseling provided by Student Support Services. Approximately 43 percent of all students served by Student Support Services is a member of an ethnic/racial minority group. Having college employee members of ethnic/racial minority groups seems to greatly benefit students of similar background. A significant percent of all WITCC students (over 11 percent fall 2004) are members of ethnic/racial minority groups. Eight percent of FY04 WITCC graduates are members of ethnic/racial minority groups. Eleven (19 percent) of them transferred to four-year institutions. Thirty-two percent (32%) are employed in jobs related to their college majors; five percent in jobs unrelated. Five percent continue as WITCC students. We have no information on 47 percent of those graduates.

Iowa Western Community College (IWCC)

Improve Success of Minorities and Nontraditional Students

- Based upon 2000 census data, the demographics of the IWCC service area reflects approximately a 93 percent white, non-Hispanic population base. College enrollment data indicates a 91.5 percent white, non-Hispanic ethnic majority. The college has expanded its recruiting efforts regionally into Nebraska as well as globally to expand the ethnic diversity of the student population.
- The college has an early warning system to assist academically weak and socially insecure students to facilitate a positive college learning experience. Such referrals are processed electronically to improve intervention time. Students who are on academic probation have mandatory advising and counseling to help address issues.
- To improve the academic performance of Cooperative Association of State Scholarships (CASS) students, tutors have been provided. Activities are planned to integrate international students into the college culture as well as the culture of our communities and American way of life.
- ESL course syllabi have explicitly addressed academic issues and course expectations. Study skills programs for resident international students have been developed.
- The Office of Institutional Research has conducted transfer success studies of Iowa Western Community College students who are enrolled at the Regent's universities and regional colleges. Conclusions are presented to the cabinet. Student Services staff have used summative data in advising student regarding transfer issues.
- The Student Support Services staff has begun to collect specific transfer data on students served. While results are preliminary, future nontraditional students will have an advantage with this information.

Southwestern Community College (SWCC)

Student Support Services

The College's Student Support Services program employs a transfer specialist whose sole responsibility is to work with first generation college students, low-income students, and disabled students on transferring to four-year colleges. The transfer specialist works to ensure a smooth transition from Southwestern. The transfer specialist also coordinates several transfer trips to four-year institutions during the year. This year, the college had the first ever Nontraditional Transfer Fair, which had 10 four-year colleges represented.

Student Advising and Transfer

The college annually holds a Transfer Day for all students. Our student advising and transfer coordinator participates in the state teleconferences with the transfer coordinators from the other state community colleges and some four-year colleges. The transfer coordinator conducts a transfer planning session at orientation. College staff has developed a new transfer planning brochure and a new Academic Planning and Transfer Guide, which are distributed around campus.

Indian Hills Community College (IHCC)

- Academic Services coordinates trips to Iowa colleges and universities for all students who are interested in transferring. A college coordinator schedules visits, coordinates transportation and arranges student appointments with admissions counselors.
- Academic Services conducts transfer workshops each term for all IHCC students.
- Academic Services distributes contact information concerning placement services for students with disabilities to all IHCC program/department heads on a quarterly basis.
- Students with disabilities and other special populations are offered supplemental assistance with resume writing and interview skills.

Southeastern Community College (SCC)

Southeastern Community College is implementing a new management information system (Datatel) that will allow the college to efficiently research and track the successful transfer and employment of monitories and nontraditional students. In addition, SCC's new five-year strategic plan includes strategies to increase the college's emphasis on institutional research.

Goal #5: Iowa’s system of community colleges will recruit, enroll, retain, and/or graduate persons of under-represented groups (i.e., gender, race/ethnicity, socio-economic status) in all programs.

Initiative G: Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

Department of Education Response

Management Information System (MIS)

As a first step, the Iowa DE collected the MIS data on enrollment patterns by program area for the system and disseminated this through the FY04 Condition of the Community Colleges Report to several liaison groups of the community college system. In addition, MIS enrollment figures were utilized in the Equity Review of the community colleges receiving the visit this year. The Condition of Community Colleges Report for FY05 will include data that is broken down by gender and ethnicity.

Community College Diversity Conversations

The DE’s equity consultant visited six community college campuses to facilitate conversations regarding diversity on their campuses. The conversations usually included 8-12 administrators and staff from across college departments and campuses. Included were designated equity coordinators, selected administrators, retention coordinators, TRiOs and Upward Bound program staff, support service staff for students with disabilities, and staff working with nontraditional and racial/ethnic mini-grants. The purpose for the visits are to:

- discuss current strategies the college is using to recruit, enroll, retain, and successfully serve diverse learners and students in nontraditional career areas.
- discuss the effectiveness of different strategies.
- identify barriers to recruiting, enrolling, retaining, and effectively serving students from diverse racial/ethnic groups, students in nontraditional career areas, and other special population students.
- discuss the kinds of state support necessary for them to be successful.
- get feedback on the effectiveness of the nontraditional career and racial/ethnic mini-grants.
- discuss the degree of communication, collaboration, and alignment internally within the college on issues related to diversity, students in nontraditional careers, and students from other special needs populations.

Community College Responses

Northeast Iowa Community College (NICC)

- **College Vision Team**—NICC’s vision team consists of key campus personnel responsible for improving the enrollment management process. The team can respond to the changing enrollment demographics and advocate for under-represented students and has an annual “visioning” and strategic planning process to make sure NICC staff are working toward goals appropriate for the college and the district.
- **Student Services**—Passport to Student Success, a new student orientation course offered to all incoming students, provides information about the college registration, counseling, advising, financial aid, academic support, and computer services, and is a crucial retention tool for first generation and nontraditional students.

- **Strategic & Enrollment Management Plans**—Both of these plans are currently being drafted and call for plans to reduce barriers to education and to support the success of all students. The Enrollment Management Plan will specifically address the college's recruitment and retention efforts. NICC also plans to hire a full-time institutional research position. This person will utilize data that is available and identify areas of concern for the college to address.

North Iowa Area Community College (NIACC)

Enrollment/Retention Strategies: All programs and services designed to increase enrollment and retention rates are proposed to a subgroup of the President's Council and reviewed by the Strategic Enrollment Management Council. Special attention is paid to each strategy, its overall effectiveness, and its specific effectiveness with under-represented groups. The council considers whether both genders were represented fairly and if students from all socioeconomic levels attended. A review is also conducted related to inclusion of minority populations. The council may then recommend changes/adjustments to the enrollment strategies based on either data and/or anecdotal information presented by the program staff and the students/parents themselves.

In the spring of 2005, NIACC employed a football coach who is a minority and will provide follow-up academic support services for minority students.

Iowa Lakes Community College (ILCC)

- **Enrollment Management Team** met quarterly throughout the academic year and held a summer meetings focused on student retention initiatives. Each program coordinator and department submitted a retention goal and plan in conjunction with the annual report.
- **College-Wide In-Services** were utilized to announce increases in recruitment and retention.
- **TRiO programs and Counseling Services** impacted student retention efforts through class presentations and student workshops. Noel-Levitz Retention Tool and Learning Style Analysis surveys empowered students to understand how they learn best and identify strategies they could implement to increase their level of education satisfaction.
- Faculty discussion forum held to identify strategies to increase ethnic enrollment and retention.

Northwest Iowa Community College (NCC)

- **Enrollment Management**—The Northwest Iowa Community College Enrollment Management Team consists of representatives from key areas of the college who are responsible for the enrollment management process. This team is responsible for the recruitment efforts of the college and in their initiatives strive to include goals aimed at the recruitment of under-represented groups. The Enrollment Management Team meets monthly to review college recruitment and retention strategies. Attention is given to each strategy, its overall effectiveness, as well as its effectiveness in reaching nontraditional populations. This group then makes recommendations for changes and new initiatives.
- **Retention**—Retention is significantly impacted by the realistic awareness of students' expectations as they enter a program of study. This past year, the orientation process for these entering students had been enhanced.
- **Nontraditional Careers Grant**—Northwest Iowa Community College applied for and received the *Increasing Enrollment and Retention of Students in Nontraditional Careers* planning and implementation grant. The planning process resulted in an analysis of the data relative to disparities in enrollment retention, and graduation of under-represented groups. Strategies to address the identified issues were developed.
- **Institutional Researcher**—A regular part-time position was created at the college in the area of institutional research.
- **Datatel**—The college is transitioning to Datatel which will greatly enhance the availability of data for use in the evaluation of enrollment trends and results of various initiatives.

- **TRiO Program Evaluation**—For the past four years support has been provided to 160 students through a TRiO Support Services grant aimed at enhancing the success of low-income first-generation students. Data collected on all participants includes both detailed records of their involvement in specific support services as well as their resulting level of success.
- **Title III Evaluation Process**—NCC is currently in the final year of a five-year grant aimed at increasing student success through the development of a comprehensive student assessment/advising process. Extensive evaluation has occurred as annual evaluation/assessment is completed on every individual objective in the grant.
- **Advertising Strategies**—Strategies used to promote instructional programs are reviewed annually as budgets are developed to determine effectiveness in reaching all populations.
- **Perkins**—Annual data is collected on enrollment, retention, and graduation demographics for all career programs in relation to Perkins performance indicators.
- **Tracking of Enrollments**—The college, on an annual basis, reviews both the enrollment of ethnic minorities at the College as well as the enrollment of individuals in programs nontraditional to their gender to determine any general trends.

Iowa Central Community College (ICCC)

Focus Area – Human Resources

Iowa Central is committed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.

ICCC provided support to 160 students through TRiO Student Support Services. All students met eligibility requirements of first generation, low income, or disabled college students or a combination of any of the three criteria. TRiO programs are designed to serve under-represented and disadvantaged groups. The following data was submitted to the U.S. Department of Education:

- 14.38 percent of TRiO participants were non-white, 66.88 percent were female, 82.5 percent were low income, and 91.25 percent were first generation college students.
- 86.88 percent of TRiO participants were in good academic standing at Iowa Central Community College, 30 percent graduated from Iowa Central, 56.88 percent graduated and/or transferred, and 91.25 percent were persisting toward completion of the academic program in which they were enrolled.
- To aid retention and graduation, Student Support Services provides academic support, counseling and other activities and services: 160 students received 315 hours of academic advising, 192 hours of personal counseling, 45.25 hours of transfer counseling, 24.25 hours of financial aid counseling, and 5.75 hours of career counseling; 94 students received 725.75 hours of tutoring; 53 students attended information workshops; and ten students were taken on campus visits.
- To date for 2004-05, Student Support Services has awarded \$29,750 in grant aid to students who are PELL eligible. Of the students awarded grant aid, 17.3 percent are non-white, 69.23 percent are female, 100 percent are low income, and 86 percent are first generation.

Iowa Valley Community College District (IVCCD)

IVCCD has initiated a new AQIP Quality Action Project to address diversity at IVCCD, an outgrowth of our Strategic Goal #6 and four associated tactical goals: 1) provide state and nongovernmental organizations (NGO) training to assist faculty, staff, and students in coping with diversity and gender identity issues, 2) involve the entire district in identifying diversity issues via surveys, newsletters, and other communication/ engagement forums. 3) develop services and programs to promote family support that will provide the opportunity for single parents, women, and minorities to pursue education, and 4) improve outreach and increase minority participation in college and community activities.

Data is being tracked in the second year of participation in the National Community College Benchmark Project (NCCBP) and has the Community College Survey of Student Engagement (CCSSE) that will collectively generate data for such evaluation to take place.

IVCCD's institutional researcher compiles institutional demographic data for credit and noncredit programs for enrollment, retention, and graduation by gender and ethnicity, and AQIP initiatives to measure comparative data will allow evaluation to be made as the data is collected and analyzed.

Hawkeye Community College (HCC)

- The college's AQIP continuous improvement process has developed a proposal to address retention of African/American students. The college's longitudinal student database shows a fall-to-fall retention difference between African/American students and the overall student body of about 12 percent. The college's African/American student population is about 400, constituting a large enough group for a statistically valid study. The goal is to narrow and then eliminate the gap in African/American student retention.
- The AQIP African/American retention project established an orientation program specifically designed for African/American students and follow-up activities for these students. Data from this initiative suggest as a whole, African/American students enroll later than other students, thereby missing out on some of the orientation and retention efforts targeted to at-risk students.
- Hawkeye Community College continues to implement SAGE training of faculty. SAGE activities this year were funded by grants from the John Deere Community Credit Union and the Iowa DE. The goal of the program is to prepare faculty and others working with adult learners to become inclusive in their instructional approaches and to increase student achievement and retention.

Eastern Iowa Community College District (EICCD)

The Enrollment Management and Marketing Team evaluate strategy impact during the annual planning retreat. The subsequent plan is reviewed monthly, and includes specific targeting of under-represented populations and appropriate district locations. An example would be the activities designed for the Columbus Junction community and schools.

Additionally, the district has a Graduation Rate (improvement) Team that has been applying strategies to increase the student graduation rates. Among these strategies is automatic awarding of degrees earned by students, and degree audits and letters to students who are approaching the number of hours required for degree awards.

Individual college retention efforts are underway targeting specific groups of students to aid in their success.

Kirkwood Community College (KCC)

The Kirkwood Agricultural Sciences department is a member of the National Science Foundation-funded AgrowKnowledge Center. The center is partnering with Michigan State University to study minority enrollment in community college agriculture programs.

Through a DE Equity Grant, the college has developed a website to encourage males to come into a health career (www.Healthtrac.info). The college has developed posters for this website that are posted outside of Health Science at Kirkwood and within area high schools.

The college has established a special task force to explore this issue and make recommendations for overcoming the lack of women in our Industrial Technologies programs. The task force is made up of members of our advisory committees in Industrial Technologies along with faculty and departmental staff. The task force will be given the assignment of making recommendations to the dean regarding strategies that should be employed to improve the recruitment and retention of females in the Industrial Technologies department programs.

Kirkwood's specific new program initiative is the College 101 course. It is an extended orientation course, which will be offered next fall for the first time. Its content is designed to provide the support systems and knowledge in order to maximize the potential for success for all of our students. In particular, however, it addresses the individual attention and needs that our diverse students have not had available to them before. They will have a strong supportive atmosphere and engaged faculty member as they learn the processes of the college and its' courses. The relationship developed during the semester between the students and the faculty will maximize their opportunity for success at the college.

The college in the past year has engaged in a five-year vision process, which has identified specific goals within each department, which address the support systems for all students. Next year is the first in which strategic goals have been set which will lead to the eventual success of reaching the vision. An on-going analysis and evaluation of each step, as well as the generation of assessment data, is built into this process. Consequently, the college has begun to incorporate evaluation into the development of continuous quality throughout its services and program.

The Agricultural Science department has a 48 percent female and 52 percent male student ratio. Many of the students attend common core courses, but are divided by gender according to their major codes, such as a high female percentage of students in animal health, floral careers and horse science and a high percentage of males in golf course and turf grass management, agricultural production and GPS/GIS Ag technician.

The Physical Therapist Assistant program students traveled to the statewide Special Olympics at Iowa State University to assist with physical therapy assessments and education related to strength and flexibility.

Des Moines Area Community College (DMACC)

Des Moines Area Community College works with under-represented groups in a variety of ways.

- All DMACC programs have open enrollment and counselors work with students who have been identified as needing additional help to enroll in programs or to succeed in their identified program.
- The Displaced Homemaker's Program works with all displaced homemakers on the Boone, Carroll, and Urban Campuses.
- Counselors at all campuses are developing plans to recruit for gender equity in typically male or female programs.
- The Perkins and Tech Prep programs have plans in place to work with students in all under-represented areas.
- The tutoring program at DMACC is in place to offer free tutoring to students in all areas and special needs for students are also addressed.
- A computer-tutoring program exists for all students—Smarthinking—to allow students to access tutors from home or from any computer. Advisers in the Tech Prep Program work specifically with high school students to help them succeed in those programs and works toward gender equity.
- The college is in the second year of a three-year Title III grant. This grant funding is being used to identify ways to better retain underrepresented and under prepared students.
- Joint venture with Iowa State University designed to identify and assign doctoral students of color in adjunct teaching positions that match education and teaching experience.
- Collaborative partnership between DMACC, Iowa State University, and Simpson College in addressing the shortage of teachers of color in the K-12 system by offering a teacher education program targeting minorities and other under represented groups interested in teaching.
- Staff is working with officials of the Perry School District to assess the education needs of the K-12 Latino population.

Western Iowa Tech Community College (WITCC)

The college's office of institutional effectiveness conducts regularly scheduled research and ad hoc evaluation research, which focuses on the effectiveness of, for example, developmental education and strategies designed to improve retention. Semester and annual reports are distributed on retention and completion. Additionally, classroom assessments are conducted by faculty as they incorporate various strategies into their pedagogy aimed at improving retention and persistence by race/ethnicity and, when appropriate, by gender.

Iowa Western Community College (IWCC)

Evaluate Effectiveness

- Carl Perkins funds have provided an avenue to address gender (nontraditional) program enrollment in career and technical programs. By targeting high school and middle-school students in Area XIII with career information, an objective academic perspective of programs can be presented. The annual gender equity conference for middle-school girls has established these objectives:
 - Introduce engineering, computer graphics, and web page design careers (fields traditionally overlooked by females).
 - Provide role models as guest speakers.
 - Promote courses in math and science through interactive contests and learning events.
- To increase enrollments and retention, program faculty receive demographic enrollment and graduation data. Comparative year-end reports noting program performance on specific indicators are shared with faculty and academic deans. Successful strategies are shared with peers.
- The college has sponsored staff development activities on learning styles and the demographics of today's student. Teaching strategies correlated to diverse learning styles have been presented.
- Retention of all students has been a targeted initiative of our Title III Strengthening Institutions grant. Efforts to explore and expand diverse teaching methodologies to retain students without compromising academic rigor and learning outcomes are on-going.

Southwestern Community College (SWCC)

Policies and Procedures Revisions

During the 2004-2005 academic year, Southwestern Community College made several revisions to policies and procedures to establish a system to review practices of advising students and program and course scheduling practices as they relate to equity issues. The college also took aggressive steps to provide consistency in the nondiscrimination statement in all written documents and publications. From 2003 through present, specific activities have included:

- A system was established to review the policies and practices of advising students as they relate to equity issues of nondiscrimination based on gender. Revisions were made to the advisor handbooks and written into policies addressing advising practices.
- Written instructional procedures were established to review cycles for course scheduling to identify potential conflicts, which may contribute to gender, segregated enrollment.
- A policy was developed to monitor nondiscrimination compliance and ensure that nondiscrimination notifications are published in all written college documents and publications.
- The Student Employment Handbook was revised to include nondiscriminatory instructional procedures for all student work-based agreements.
- Owners of off-campus student housing were contacted to agree to a written testimonial of nondiscriminatory compliance if they were to be allowed to advertise/post housing vacancies on the college website.

Indian Hills Community College (IHCC)

Indian Hills Community College evaluated the effectiveness of these strategies through participant evaluation of activities and through comparing enrollment, retention, and graduation data during program review and other planning processes.

Southeastern Community College (SCC)

No response.

Community College Enrollments Nontraditional Career Programs (Gender)

The United States Department of Education's Office of Civil Rights defines gender-segregation in educational programs and courses as the condition that exists when fewer than 20 percent of one gender is enrolled in the program or course. When enrollments in programs and courses are gender-segregated by this definition, educational agencies, including community colleges, have a legal responsibility to review the program's policies, practices, and curriculum to ensure they are not contributing to the segregation. There is also an obligation to take affirmative steps to attract students from groups that have not traditionally been involved.

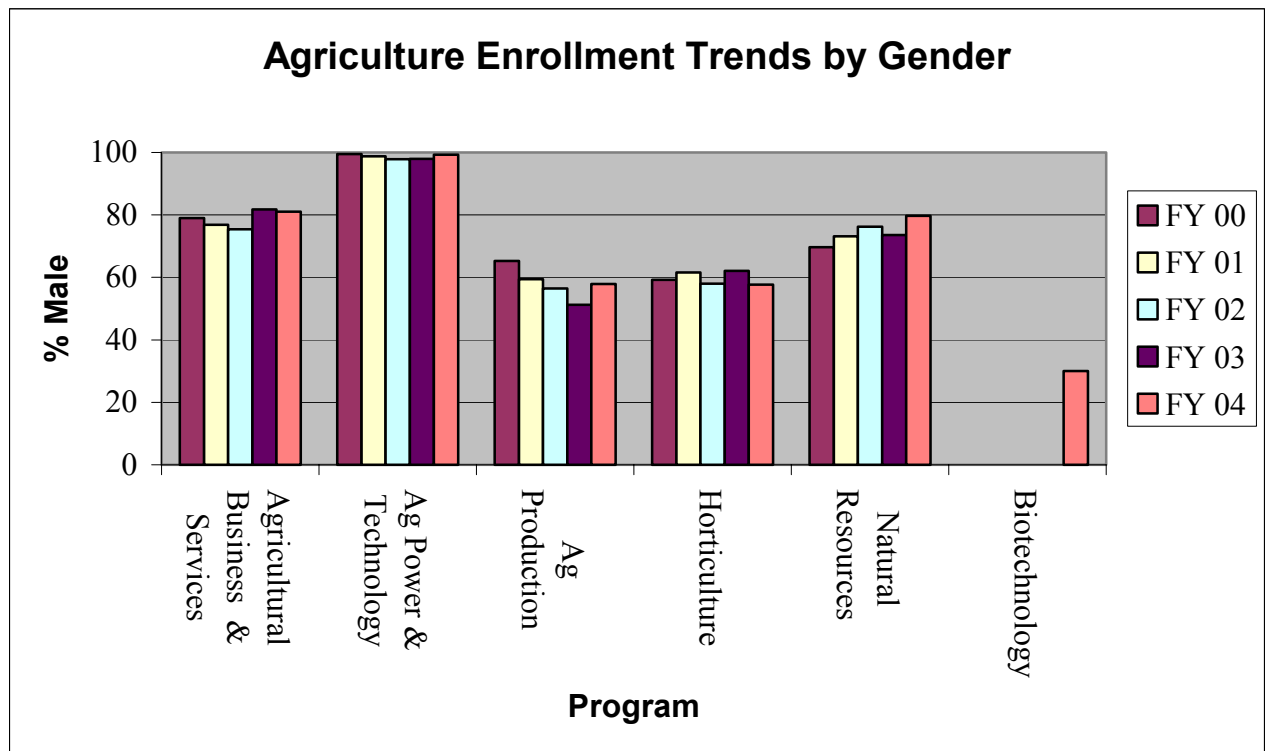
This definition is helpful to community colleges as they review their enrollment patterns on the basis of gender. The ultimate goal in all instances would be to move all programs and courses toward gender-balance (50 percent of each gender). The expectation is that there be no less than 20 percent of either gender enrolled.

Enrollments by Gender: Agricultural Education

Agriculture enrollments trends have remained fairly consistent since 2000. Agriculture Production and Horticulture programs continue to enroll more females than the other three areas, and the enrollments are relatively gender-balanced. During the past five-year period, three of the programs have moved towards gender-balance and two have become more gender-segregated. Agricultural Power and Technology have the fewest females enrolled and, along with Agricultural Businesses and Services, are gender-segregated by definition. The Biotechnology program was recorded for the first time this year and it is the one program that enrolled more females than males.

Agriculture	Percentage Male					Percentage Female				
	FY 00	FY 01	FY 02	FY 03	FY 04	FY 00	FY 01	FY 02	FY 03	FY 04
Agricultural Business & Services	78.98	76.82	75.43	81.77	81.09	21.02	23.18	24.57	18.23	18.91
Ag Power & Technology	99.44	98.76	97.86	97.96	99.32	0.56	1.24	2.14	2.04	0.68
Ag Production	65.30	59.45	56.44	51.25	57.84	34.70	40.34	43.56	48.75	42.16
Horticulture	59.27	61.54	58.01	62.09	57.68	40.73	38.46	41.99	37.91	42.05
Natural Resources	69.70	73.17	76.23	73.57	79.70	30.30	26.83	23.77	26.43	20.30
Biotechnology					30.00					70.00

Source: Department of Education, Community College MIS System



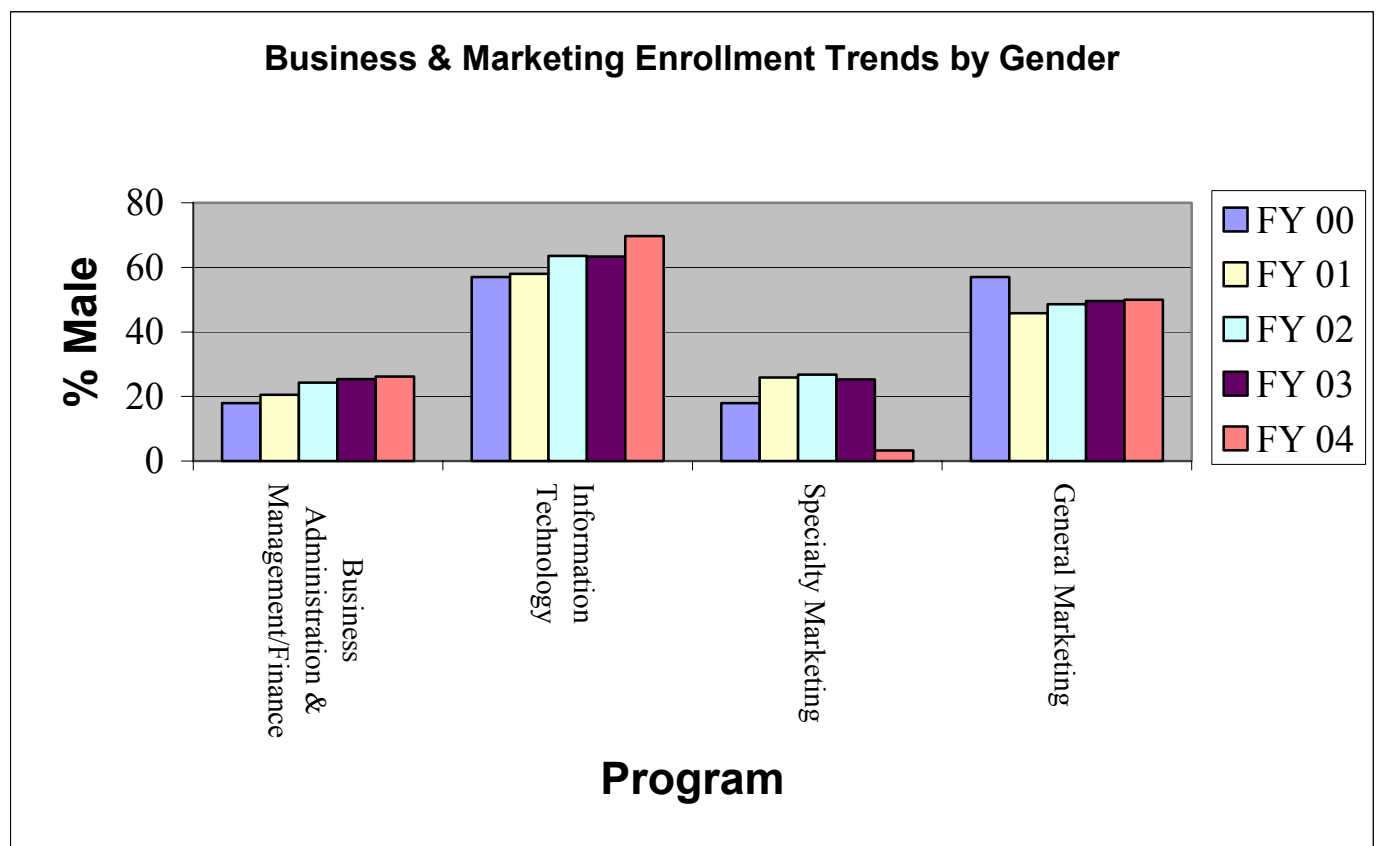
Source: Department of Education, Community College MIS System

Enrollments by Gender: Business & Marketing Education:

In business and marketing areas, the enrollments have been fairly steady over the past five years. The business area has shown slight growth over time with the percentage of males enrolled growing steadily but slowly from 2000 through 2004. The enrollment in the general marketing programs have been fairly steady and balanced by gender over time. Of concern is the continuing decrease in the enrollment of females in Information Technology. During the five-year period reviewed, two of the Business and Marketing categories have moved toward gender-balance and two programs have become more gender-segregated. Specialty marketing remains the one area that is gender-segregated.

Business & Marketing	Percentage Male					Percentage Female				
	FY 00	FY 01	FY 02	FY 03	FY 04	FY 00	FY 01	FY 02	FY 03	FY 04
Business Administration & Management/Finance	17.92	20.50	24.31	25.34	26.17	82.08	79.50	75.67	74.59	73.82
Information Technology	56.97	58.01	63.52	63.30	69.70	43.03	41.93	35.89	35.87	30.10
Specialty Marketing	17.92	25.86	26.76	25.27	3.30	67.35	74.14	73.24	74.73	96.70
General Marketing	56.97	45.83	48.53	49.52	49.95	56.31	54.17	51.47	50.48	50.05

Source: Department of Education, Community College MIS System



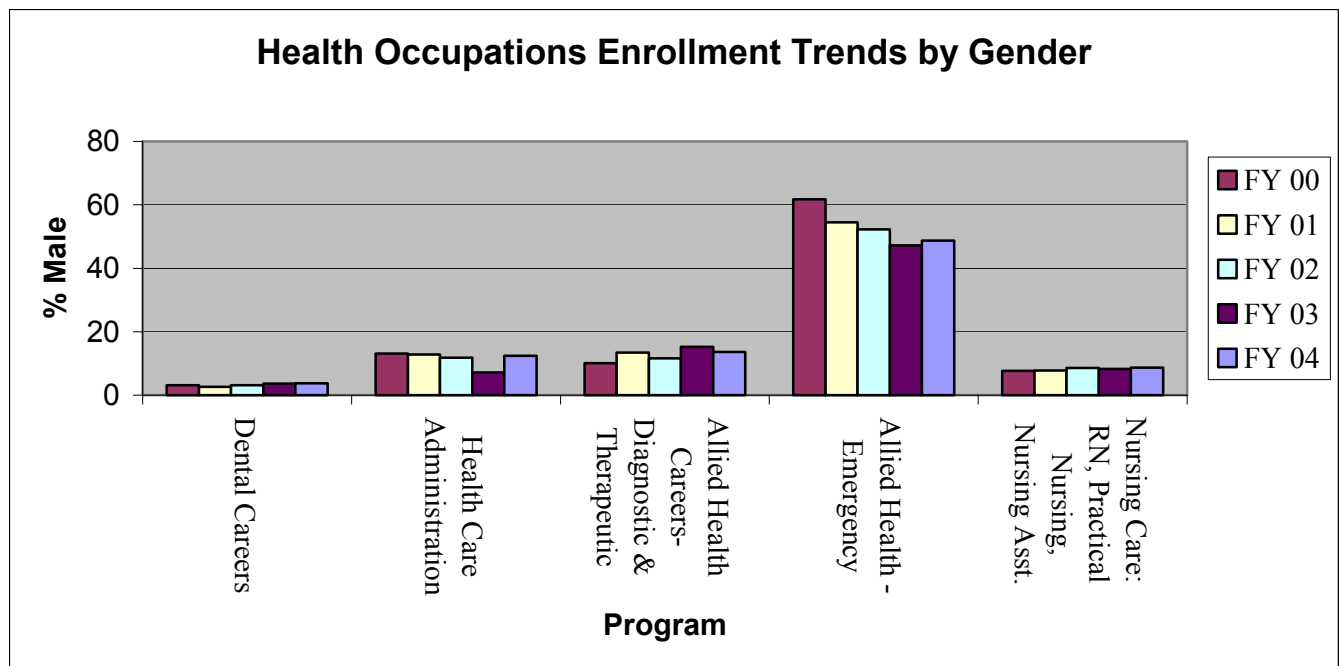
Source: Department of Education, Community College MIS System

Enrollment by Gender: Health Occupations:

The enrollments in the Health Occupations program have tended to be more gender-segregated than other career and technical areas with the exception of Industrial Technology. The only area of Health Occupations where enrollments are near gender-balance is Allied-Health Emergency Careers. Although the enrollment trend by gender in the other four Health Occupations categories has remained fairly constant over the past five years, there has been a small increase in males enrolled in dental and nursing careers. Dental careers remain the most gender-segregated of the Health Occupations enrollments. Four of the five categories have moved minimally toward gender-balance and one has become more gender-segregated over the past five years.

Health	Percentage Male					Percentage Female				
	FY 00	FY 01	FY 02	FY 03	FY 04	FY 00	FY 01	FY 02	FY 03	FY 04
Dental Careers	3.14	2.59	3.10	3.63	3.70	96.86	97.41	96.90	96.37	96.30
Health Care Administration	13.12	12.81	11.78	7.16	12.42	86.88	87.19	88.04	92.84	87.58
Allied Health Careers-Diagnostic & Therapeutic	10.08	13.44	11.61	15.19	13.60	89.92	86.56	87.90	84.39	86.36
Allied Health - Emergency	61.79	54.46	52.21	47.21	48.72	38.10	45.33	46.89	51.61	50.93
Nursing Care: RN, Practical Nursing, Nursing Asst.	7.64	7.76	8.56	8.32	8.66	92.36	92.13	91.22	91.46	91.23

Source: Department of Education, Community College MIS System



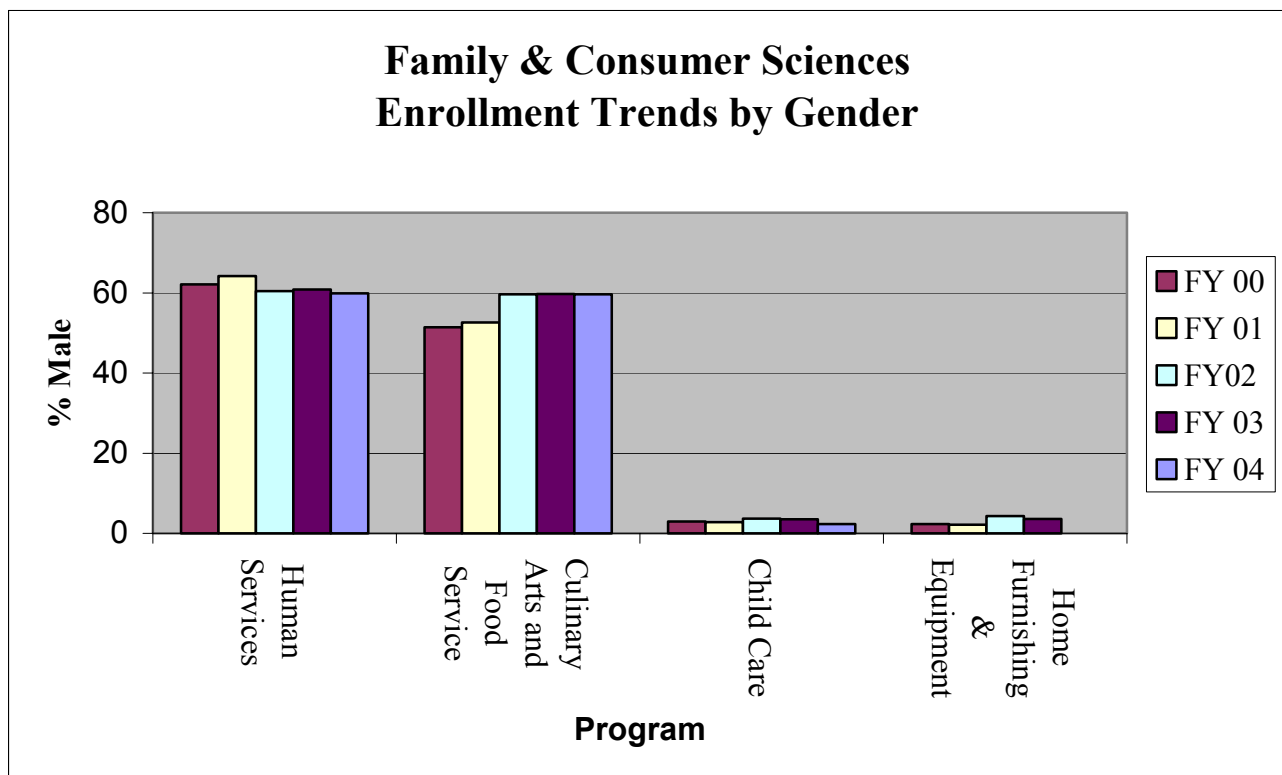
Source: Department of Education, Community College MIS System

Enrollments by Gender: Family & Consumer Science

Family and Consumer Sciences program enrollment trends show little change from last year's report. Enrollments are near to gender-balance in Human Services, as well as in Culinary Arts and Food Sciences. The Human Services area has more males enrolled because Criminal Justice and Firefighting programs are included in that area. Culinary Arts and Foods Services continue to enroll more males as well. The traditionally female Childcare area remains very gender-segregated and had the lowest percentage of males enrolled in the past year than at any time in the past five years. The big dilemma is childcare is critical to support working families and for economic development, but it continues to attract little male interest. The enrollment in the Home Furnishing and Equipment area has been decreasing over time and does not show up on this year's enrollment report. Two of the areas moved minimally toward gender-balance and one became more gender-segregated.

Family & Consumer Sciences	Percentage Male					Percentage Female				
	FY 00	FY 01	FY 02	FY 03	FY 04	FY 00	FY 01	FY 02	FY 03	FY 04
Human Services	62.09	64.21	60.47	60.82	59.85	37.91	35.79	39.53	39.18	40.15
Culinary Arts and Food Service	51.40	52.59	59.66	59.71	59.62	48.60	47.41	40.34	40.29	40.09
Child Care	2.98	2.78	3.66	3.51	2.30	97.02	97.22	96.34	96.49	97.70
Home Furnishing & Equipment	2.33	2.15	4.28	3.57		97.67	97.85	95.72	96.43	

Source: Department of Education, Community College MIS System



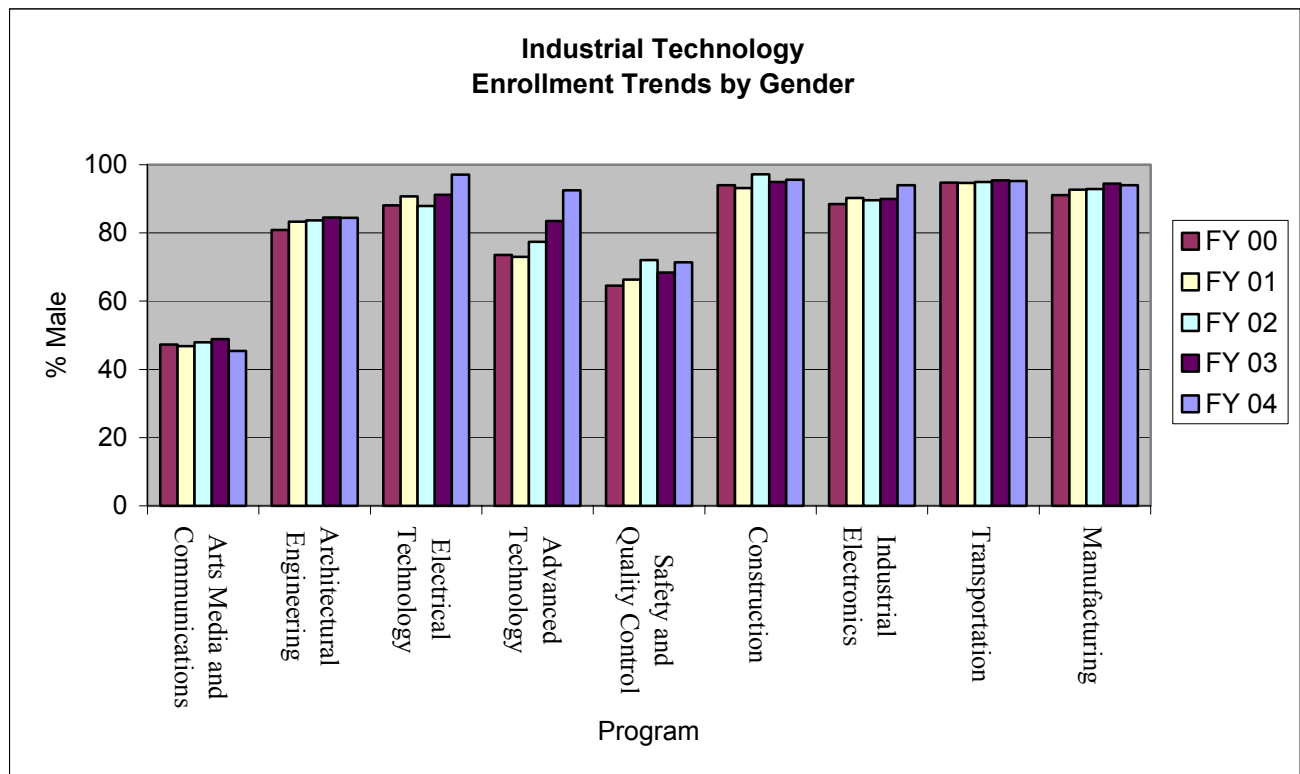
Source: Department of Education, Community College MIS System

Enrollment by Gender: Industrial Technology

Industrial Technology remains very male oriented in all program areas with one exception. The Arts, Media and Communication area over time has consistently attracted females and is gender-balanced. The Safety and Quality Control program also enrolls significant numbers of females, however, the percentage of females enrolled has decreased over the past five years. All other program areas have gender-segregated enrollments and have actually become more gender-segregated over the past five years.

Industrial Technology	Percentage Male					Percentage Female				
	FY 00	FY 01	FY 02	FY 03	FY 04	FY 00	FY 01	FY 02	FY 03	FY 04
Arts Media and Communications	47.28	46.77	47.97	48.83	45.44	52.72	53.23	52.03	51.17	54.56
Architectural Engineering	80.83	83.31	83.68	84.48	84.39	19.06	16.69	16.32	15.40	15.36
Electrical Technology	88.07	90.72	87.90	91.14	97.09	11.93	9.28	12.10	8.86	2.91
Advanced Technology	73.53	72.96	77.41	83.53	92.54	26.47	27.04	22.59	16.18	7.46
Safety and Quality Control	64.58	66.36	72.00	68.42	71.36	35.42	33.64	28.00	31.58	27.67
Construction	93.95	93.16	97.15	94.90	95.60	5.96	6.84	2.43	4.25	3.32
Industrial Electronics	88.46	90.23	89.63	90.00	94.03	11.47	9.77	10.17	7.76	5.28
Transportation	94.76	94.62	94.98	95.37	95.20	5.24	5.38	4.59	4.06	4.35
Manufacturing	91.06	92.70	92.87	94.50	93.96	8.94	7.30	7.06	5.43	6.04

Source: Department of Education, Community College MIS System



Source: Department of Education, Community College MIS System

Students from Diverse Racial/Ethnic Backgrounds
Enrollment Patterns by Career and Technical Education Program Area

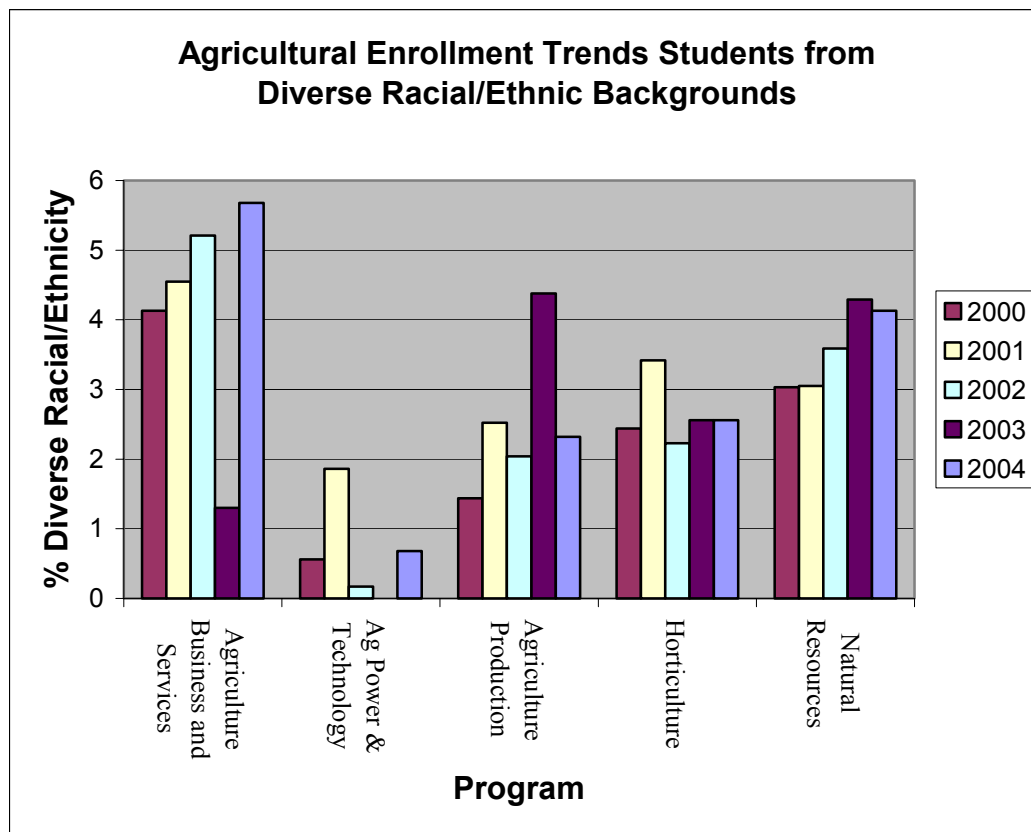
Census figures in the year 2000 showed the minority population for the state of Iowa to be approximately 7 percent. In reviewing career and technical program and course enrollments, 7 percent is used as the benchmark figure for determining over or under-representation on the basis of racial/ethnic background. Colleges are encouraged to examine program recruitment and retention policies and practices, as well as counseling/advisement policies and practices when enrollment figures are consistently lower than 7 percent or higher than 17 percent. When more than 17 percent of students enrolled are from diverse racial/ethnic groups, policies and practices should be reviewed to ensure that minority students are not being steered toward the program and away from other programs. Periodic examination of these policies and practices allows the college to better identify barriers to students from diverse racial/ethnic groups and to ensure they are not contributing to racial isolation or under-representation. It also provides for more accurately targeted program and counseling interventions to increase the number of students from diverse racial/ethnic groups enrolled.

Agriculture: Enrollments by Racial/Ethnic Backgrounds

Over the past five years, there has been a slow growth in the percentage of students from diverse racial/ethnic groups enrolled in each of the agricultural education categories listed. In the past year, there was a significant increase in the percentage of minority students in Agricultural Business and Services. However, minority students remain under-represented in each of the five agricultural education areas. A further review of the data indicates Hispanic students made up the majority of students from diverse racial/ethnic groups enrolled.

	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
Program	2000	2001	2002	2003	2004
Agriculture Business and Services	4.13	4.55	5.21	1.3	5.68
Agriculture Power and Technology	0.56	1.86	0.17	0	.68
Agriculture Production	1.44	2.52	2.04	4.38	2.32
Horticulture	2.44	3.42	2.23	2.56	2.56
Natural Resources	3.03	3.05	3.59	4.29	4.13

Source: Department of Education, Community College MIS System



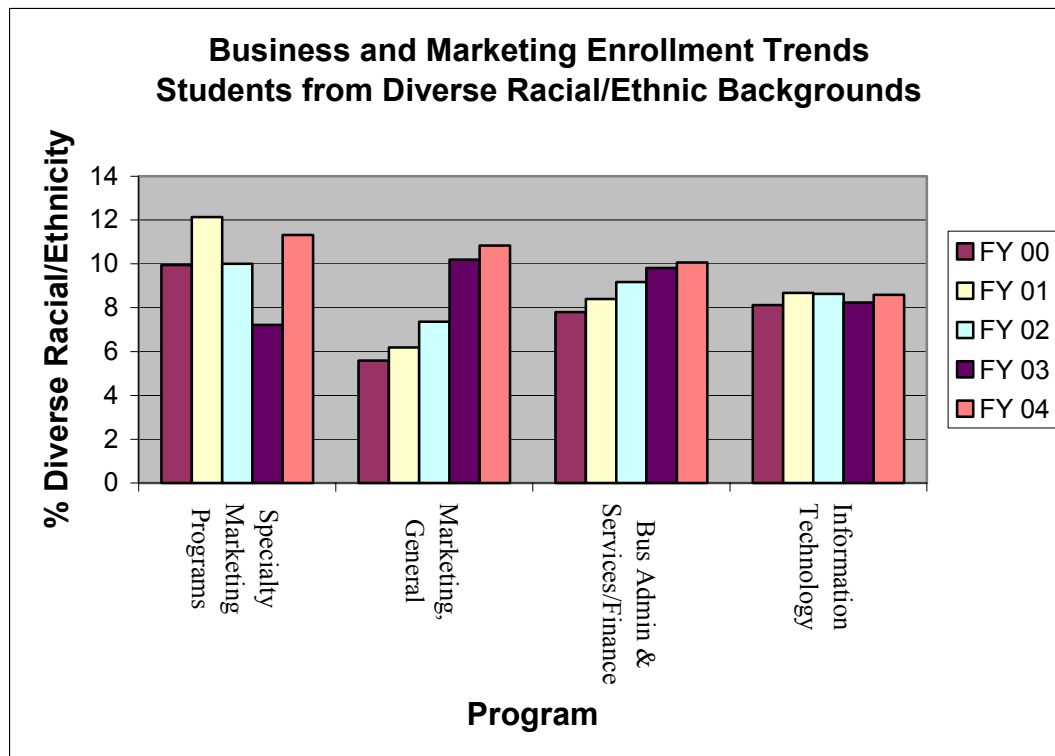
Source: Department of Education, Community College MIS System

Business & Marketing: Enrollment by Racial/Ethnic Background

Over the past five years, there has been a consistent trend toward increasing enrollment of students from diverse racial/ethnic backgrounds in Business and Marketing programs. This trend continued in FY04. All program areas in business and marketing have enrollments at or above the 7 percent mark. African-Americans make up the largest group of minority students enrolled in the business and marketing area.

	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
Program	FY 00	FY 01	FY 02	FY 03	FY 04
Specialty Marketing Programs	9.95	12.14	10.00	7.22	11.31
Marketing, General	5.58	6.19	7.37	10.20	10.84
Bus Admin & Services/Finance	7.80	8.40	9.18	9.82	10.06
Information Technology	8.13	8.67	8.64	8.24	8.59

Source: Department of Education, Community College MIS System



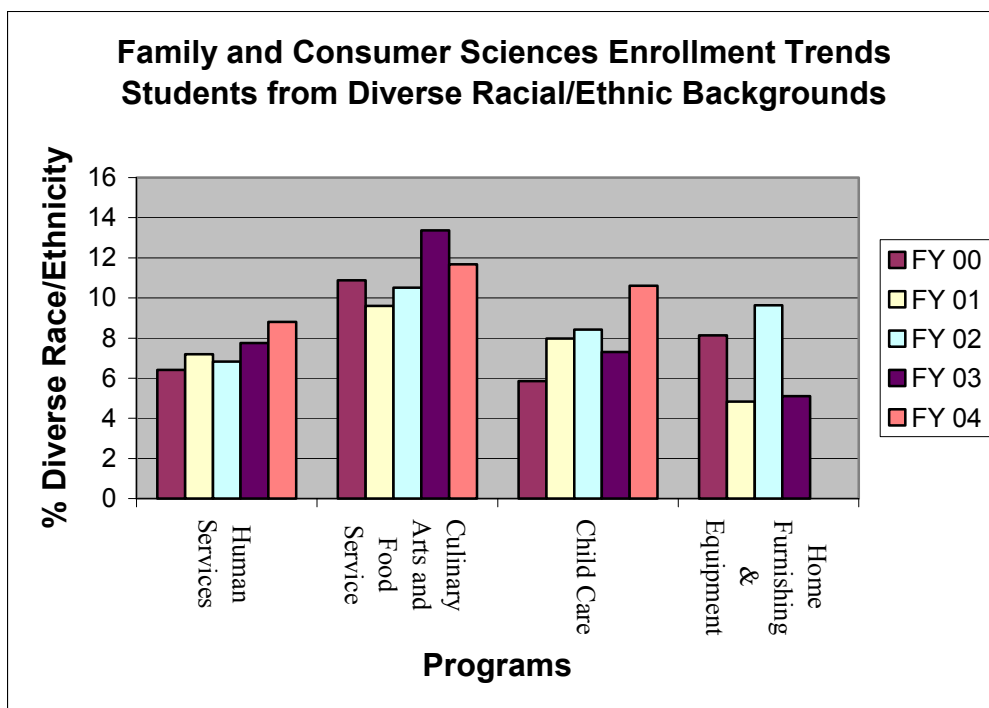
Source: Department of Education, Community College MIS System

Family & Consumer Sciences: Enrollments by Racial/Ethnic Background

There has been a small, but steady increase in the percentage of students from diverse racial/ethnic backgrounds enrolled in each of the Family and Consumer Sciences program areas. Minority enrollment trends in three of the four areas are above the 7 percent benchmark in all areas except Home Furnishing and Equipment, where no enrollment was reported in FY04. African-American students make up approximately one half of the minority students in the programs.

	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
Program	FY 00	FY 01	FY 02	FY 03	FY 04
Human Services	6.41	7.20	6.82	7.76	8.8
Culinary Arts and Food Service	10.88	9.60	10.52	13.37	11.68
Child Care	5.86	7.98	8.43	7.31	10.61
Home Furnishing & Equipment	8.14	4.84	9.63	5.10	

Source: Department of Education, Community College MIS System



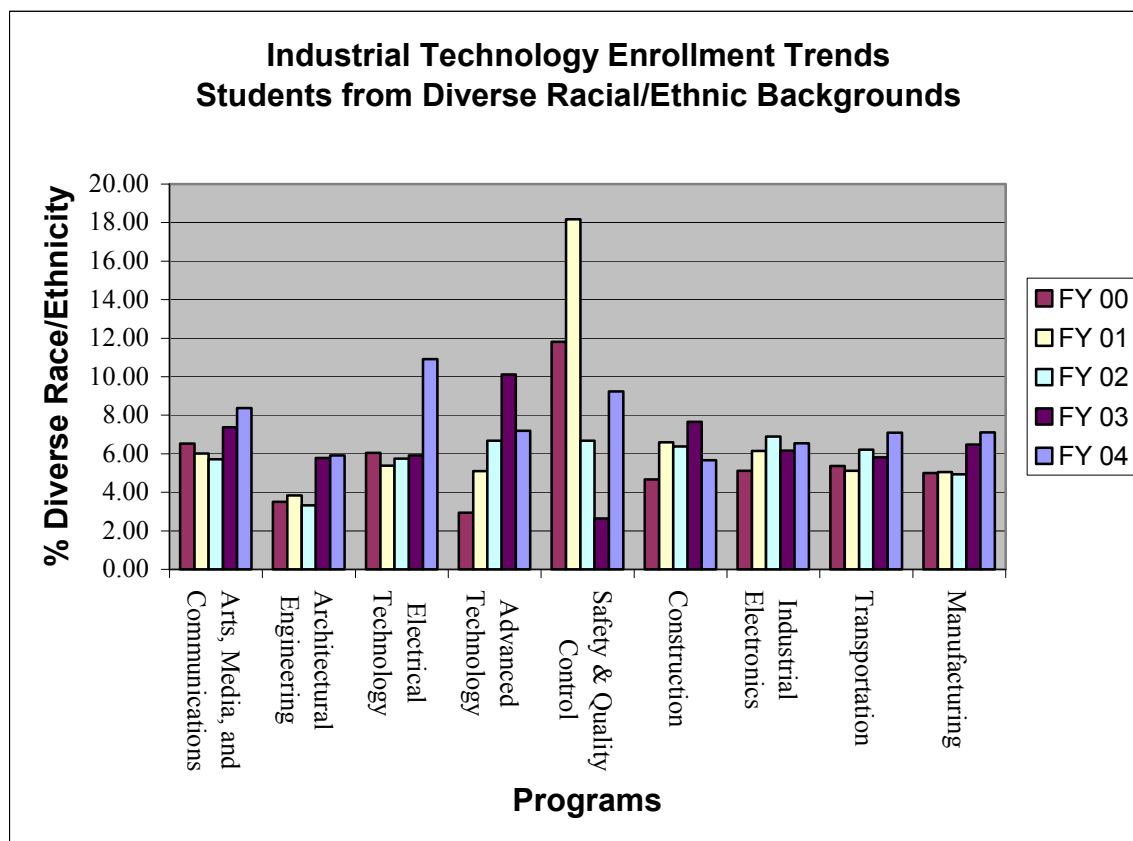
Source: Department of Education, Community College MIS System

Industrial Technology: Enrollments by Racial/Ethnic Background

Over the past five years, seven of the nine Industrial Technology program areas have had increases in the percentage of minority students enrolled. In FY04, seven of the nine areas also showed one-year increases. In FY04, six of the nine areas were above the 7 percent benchmark with Electrical Technology at 10.91 percent. Two programs, Electrical Technology and Safety and Quality Control, showed significant improvement over FY03.

Program	% Enrollment Students from Diverse Racial/Ethnic Background				
	FY 00	FY 01	FY 02	FY 03	FY 04
Arts, Media, and Communications	Error! Not a valid link.	6.02	Error! Not a valid link.	7.38	8.38
Architectural Engineering	Error! Not a valid link.	link.	Error! Not a valid link.	5.78	5.91
Electrical Technology	Error! Not a valid link.	link.	Error! Not a valid link.	5.91	10.91
Advanced Technology	Error! Not a valid link.	link.	Error! Not a valid link.	10.12	7.20
Safety & Quality Control	Error! Not a valid link.	link.	Error! Not a valid link.	2.64	9.23
Construction	Error! Not a valid link.	link.	Error! Not a valid link.	7.66	5.66
Industrial Electronics	Error! Not a valid link.	link.	Error! Not a valid link.	6.17	6.54
Transportation	Error! Not a valid link.	link.	Error! Not a valid link.	5.82	7.09
Manufacturing	Error! Not a valid link.	link.	Error! Not a valid link.	6.48	7.11

Source: Department of Education, Community College MIS System



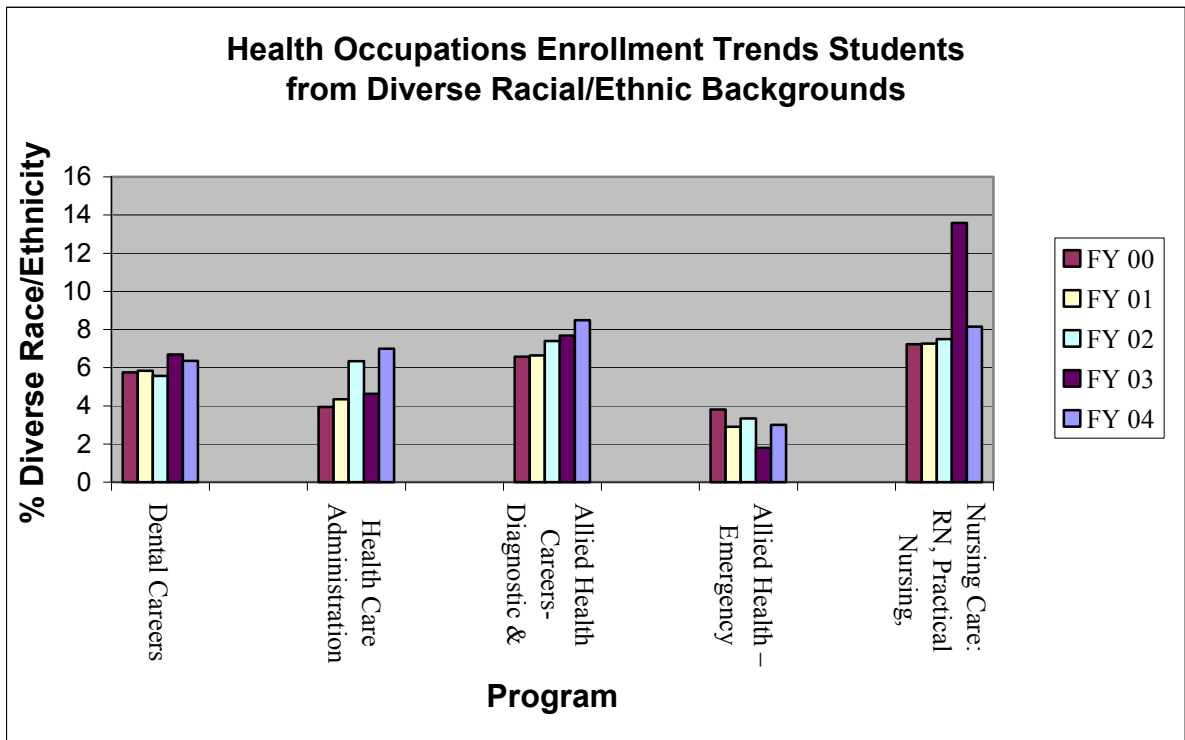
Source: Department of Education, Community College MIS System

Health Occupations: Enrollments by Racial/Ethnic Background

Three of the five program areas in Health Occupations showed an increase in the percentage of minority students enrolled. The Health Care Administration program showed the most substantial increase. Health Care Administration, Allied Health Careers-Diagnostic & Therapeutic, and the Nursing Care programs are enrolling minority students at or above the 7 percent level. Minority students are still substantially under-represented in the Allied Health-Emergency program area. The enrollment in that program area is actually lower than it was five years ago.

Program	% Enrollment Students from Diverse Racial/Ethnic Backgrounds				
	FY 00	FY 01	FY 02	FY 03	FY 04
Dental Careers	5.75	5.83	5.56	6.70	6.35
Health Care Administration	3.94	4.35	6.34	4.63	7.00
Allied Health Careers-Diagnostic & Therapeutic	6.58	6.64	7.39	7.68	8.48
Allied Health – Emergency	3.81	2.90	3.34	1.80	3.00
Nursing Care: RN, Practical Nursing, Nursing Asst.	7.23	7.26	7.49	13.59	8.15

Source: Department of Education, Community College MIS System



Source: Department of Education, Community College MIS System

State Department of Education Response to the Data:

Community College Diversity Seminar:

The division of Community Colleges and Workforce Preparation sponsored a Community College Diversity Seminar on May 5-6, 2005 at the Airport Holiday Inn in Des Moines, Iowa. Teams of four to six individuals attended from each of Iowa's 15 community colleges. The purpose of the seminar was to provide a forum where staff could share information, ideas, and resources for creating learning environments that are welcoming and inclusive and where diversity is reflected, respected, and celebrated. The seminar was designed to assist the colleges meet Goal 5 of the State Board's Strategic Plan for community colleges which is "to recruit, enroll, retain, and successfully meet the learning needs of students in nontraditional careers, students from under-represented racial/ethnic groups, and students from other special needs populations."

Mini-Grants on Nontraditional Careers

The Department of Education continued to offer incentive grants for FY05 to the community colleges to develop strategies to increase the enrollment of students in career areas, which are nontraditional for their gender in a targeted program area. Thirteen of the 15 community colleges submitted grant proposals and received grants. Each grant was for \$7000. Seven of the grants addressed female under-representation, three addressed male under-representation, and the remaining three grants addressed both male and female under-representation.

Examples of some of the activities these mini-grants supported included:

- communication and collaboration with middle school counselors and teachers on ways to encourage and support students in nontraditional career areas.
- data management systems for monitoring and evaluating disaggregated data.
- career days for middle and high school students (Emphasis on Technology, Mathematics, Science, and Biotechnology related careers for young women, and Health and Human Services related careers for young men).
- summer and weekend career camps targeted at female and male students.
- Provision of mentors in nontraditional career areas.
- Continuation of professional development using Student Achievement Grounded in Equity (SAGE) and Road Less Traveled training models.
- development of recruitment posters and multi-media recruiting programs with emphasis on nontraditional careers.
- development of gender-fair curriculum units.

Racial/Ethnic Mini-Grants

In FY05, the DE for the first time offered incentive grants for community colleges to develop strategies to increase the enrollment and retention of minority students in career program areas where they are under-represented. Eleven of the 15 community colleges submitted grant proposals and received grants. Each grant was for \$5000.

Examples of some of the activities these mini-grants supported include:

- communication and collaboration with middle school counselors and teachers on ways to encourage and support students from under-represented racial/ethnic groups.
- data management systems for monitoring and evaluating disaggregated data.
- career days for middle and high school students targeted at students from under-represented racial/ethnic groups (Emphasis on Technology, Mathematics, Science and Biotechnology, and health-related careers).
- provision of minority career mentors.

- professional development using Student Achievement Grounded in Equity (SAGE), study circles, and other cultural proficiency/diversity training models.
- development of recruitment posters, brochures, and multi-media recruiting programs targeting students from under-represented racial/ethnic groups.
- development of multicultural curriculum units.
- targeted campus visits by minority high school students.
- campus focus group conversations on diversity.
- Spanish language and diversity training for staff.
- strategies for involving Latino students in Agricultural Education programs.
- translation and interpreter services.
- focus groups and surveys in the minority community.
- planning and implementing a regional diversity conference.
- increasing minority representation on strategic college committees.
- introduction to college courses with training in study skills, time management, test taking, and academic and career planning targeted at minority students.

Community College Diversity Conversations:

The DE's equity consultant visited six community college campuses to facilitate conversations regarding diversity on their campuses. The conversations usually included 8-12 administrators and staff from across college departments and campuses. Included were designated equity coordinators, selected administrators, retention coordinators, TRiOs and Upward Bound program staff, support service staff for students with disabilities, and staff working with nontraditional and racial/ethnic mini-grants. The purpose for the visits are to:

- discuss current strategies the college is using to recruit, enroll, retain, and successfully serve diverse learners and students in nontraditional career areas.
- discuss the effectiveness of different strategies.
- identify barriers to recruiting, enrolling, retaining, and effectively serving students from diverse racial/ethnic groups, students in nontraditional career areas, and other special population students.
- discuss the kinds of state support necessary for them to be successful.
- get feedback on the effectiveness of the nontraditional career and racial/ethnic mini-grants.
- discuss the degree of communication, collaboration, and alignment internally within the college on issues related to diversity, students in nontraditional careers, and students from other special needs populations.

MOA/Equity Reviews:

During the 2004-2005 school year, 12 equity reviews were conducted. The reviews were conducted in one community college, one area education agency, and 10 school districts. The purpose of the reviews are to determine compliance with state and federal civil rights and equity requirements related to gender, race, national origin, language, disability. The process carries out the DE's responsibility to monitor civil rights compliance as required in the Office of Civil Rights Guidelines issued in 1979. The reviews are conducted in tandem with school improvement visits to school districts in what are referred to as school improvement visits with a focus on equity. The reviews are conducted as a component of the accreditation visits at area education agencies. Currently, community college reviews are stand-alone reviews for equity. Work continues on ways to integrate equity-related concepts into the community college accreditation process.

Indian Hills Diversity Resource Center

The state continues to provide equity-related resources through the Diversity Resource Center at Indian Hills Community College. Indian Hills has graciously continued their in-kind support, gathering and housing gender-equity and diversity-related educational materials and providing access through a program website to educators across the state. It is the DE's intent for the Resource Center to transition into a Diversity Electronic Pathways Website that will describe and provide links to gender equity, nontraditional career and diversity related electronic resources, and websites across the country. The Resource Center

also provides support services for the DE's equity leadership team, the Community College Diversity Seminar, and other equity-related meetings during the course of the year.

Next Steps:

Continued monitoring of enrollment in career and technical, as well as other community college programs will occur through efforts to broaden the areas where data is disaggregated by gender, racial/ethnic background, and disability in the community college data system (MIS) and in the Condition of Community College Annual Report. Efforts will continue to integrate equity-related issues into the community college accreditation process. The DE will look at ways to more affirmatively and visibly integrate nontraditional career, as well as gender, racial/ethnic, and disability equity elements into the career and technical basic grant application and reporting process.

APPENDIX A
“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”
Coordination of Statewide Responses – August 2005

Goal	Initiative
1. Iowa’s system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.	<ul style="list-style-type: none"> A. Establish programs and services to meet constituent needs through ongoing assessment and evaluation. B. Improve articulation of career/technical and arts/science programs across Iowa’s education system (K-12, community colleges, independent colleges, and state universities) and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system. C. Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts. D. Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students. E. Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community. F. Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs. G. Explore options for establishing an electronic system to serve as a one-stop website connecting Iowans to lifelong learning opportunities at Iowa’s community colleges and for providing individual transportable portfolios. H. Implement strategies to best respond to the needs of adult learning to speak and read English, with special attention to immediate language skills for the workplace. I. Strengthen the relationship between Iowa’s system of community colleges and four-year institutions to address the projected shortage of teachers and administrators, and the need for professional development on learning, teaching, and leadership.
2. Iowa’s system of community colleges will develop high-skilled workers to meet the demands of Iowa’s changing economy.	<ul style="list-style-type: none"> A. Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and with four-year institutions. B. Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses. C. Strengthen linkages between the Iowa Workforce Development, the Iowa Departments of Economic Development and Education, and Iowa’s system of community colleges to better coordinate preparation of Iowa’s 21st century workforce and to grow Iowa’s economy. D. Strengthen the relationships between Iowa’s system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers. E. Prioritize addition or expansion of programs and courses to those directly related to high-skill, high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skill standards. F. Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges. G. Develop a recruitment program to encourage students, both in and out of Iowa, to enroll in targeted industry cluster programs.
3. Iowa’s system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.	<ul style="list-style-type: none"> A. Establish a mechanism to identify the two- to five-year projected increase in costs of Iowa’s system of community colleges. B. Reexamine tuition costs and available financial aid to assure continued access for students of all income levels. C. Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition. D. Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years. E. Seek support from business and industry for program development and student assistance.

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APPENDIX A
“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”
Coordination of Statewide Responses – August 2005

Goal	Initiative
4. Iowa’s system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.	<p>A. Develop a set of agreed-upon performance indicators common to all community colleges.</p> <p>B. Collect, verify, and publish community college data through the use of the MIS system.</p> <p>C. Collect one- and five-year implementation plans and annual accomplishments related to the Statewide Strategic Plan from each community college and issue a statewide annual report.</p> <p>D. Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.</p>
5. Iowa’s system of community colleges will recruit, enroll, retain, and/or graduate persons of under represented groups (i.e. gender, race/ethnicity, socio-economic status) in all programs.	<p>A. Implement activities and services that increase awareness of the importance of gender equity and ethnic diversity as it relates to the social and economic development of communities in each college’s geographic area.</p> <p>B. Implement strategies to increase the awareness of K-12 students as to the opportunities available through nontraditional careers.</p> <p>C. Increase collaborative efforts among community colleges, school districts, and community based programs to target potential students in underrepresented populations.</p> <p>D. Replicate, enhance, and/or design exemplary programs to increase women and persons of color in leadership positions in collaboration with school districts, higher education, and business/industry.</p> <p>E. Design opportunities to ensure that the faculty and staff meet the needs of underrepresented populations by utilizing research-based best practices and continuous assessment.</p> <p>F. Strengthen support systems that increase successful transfer and/or employment of minorities and nontraditional students.</p> <p>G. Evaluate the effectiveness of strategies designed to reduce disparities in enrollment, retention, and graduation by gender and ethnicity.</p>

APPENDIX B
“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGE”
TIMELINES

DATE	STRATEGIC PLAN ACTIVITY
FY2000 Legislative Session	Legislation was passed requiring that the Community College Council prepare a written five-year statewide strategic plan for Iowa’s community colleges. The law specified that the State Board of Education shall submit a preliminary plan by December 1, 2000.
May 2000	Mary Wiberg, consultant in the Bureau of Career and Technical Education, Iowa Department of Education; and Larry Ebbers, professor at Iowa State University, were appointed by Ted Stilwill, director of the Iowa Department of Education, to serve as planning facilitators of the Community College Strategic Plan Stakeholders Working Group.
May 22, 2000	Letters were sent out from Director Ted Stilwill requesting nominations for the Community College Strategic Plan Stakeholders Working Group.
June 1, 2000	A planning facilitator discussed the plan at a meeting of the Iowa Association of Community College Presidents.
June 8, 2000	A planning facilitator met with the Community College Council to discuss that plan.
June 14, 2000	Appointment letters were sent out from Director Ted Stilwill.
July 24, 2000	First meeting of the Community College Strategic Plan Stakeholders Working Group.
July 27, 2000	A planning facilitator presented a second progress report to the Iowa Association of Community College Presidents.
August 2, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
August 3, 2000	Open forum at the Iowa Association of Community College Trustees Forum to discuss strategic plan.
August 30, 2000	Second meeting of the Community College Strategic Plan Stakeholders Working Group.
September 14, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
September 18, 2000	Planning facilitators provided a plan update to the Iowa Association of Community College Presidents.
September 28, 2000	Third meeting of the Community College Strategic Plan Stakeholders Working Group.
October 5, 2000	Planning facilitators presented the draft plan with the Iowa Association of Community College Presidents via the Telenet.
October 6, 2000	A planning facilitator walked through the draft plan with the Iowa Association of Community College Trustees Board of Directors.
October 18, 2000	Statewide ICN meeting was held—34 participants were in attendance.
October 19, 2000	A planning facilitator provided monthly strategic plan update to the Community College Council.
October 24, 2000	Fourth meeting of the Community College Strategic Plan Stakeholders Working Group.
November 2, 2000	Planning facilitators presented another draft of the plan to the Iowa Association of Community College Presidents.
November 15, 2000	Planning facilitators provided monthly strategic plan update to the Community College Council regarding the plan.
November 30, 2000	Planning facilitators presented final draft plan to the Iowa Association of Community College Presidents.
December 11, 2000	Planning facilitators presented final draft plan to the Community College Council.
January 8, 2001	The plan was unanimously approved by the Community College Council for recommended approval by the State Board of Education.
January 11, 2001	Community College Strategic Plan was unanimously approved by the State Board of Education.
February 6, 2001	Director Ted Stilwill and Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education, presented an overview of the strategic plan to the Joint Education Appropriations Subcommittee.
February 19, 2001	Letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group, community college presidents, and the community college trustees thanking the groups for their thoughtful and deliberative work on the plan. Enclosed was a final draft of the plan which had been adopted by the State Board at its January 11 meeting.
May 22, 2001	A letter was sent from Director Ted Stilwill to the community college presidents and to Gene Gardner, executive director of the Iowa Association of Community College Trustees, which included a copy of the plan as well as a timeline of initiatives.
May 29, 2001	Thank you letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group expressing appreciation and to transmit the <u>final</u> copy of the plan. A special thank you letter was also sent to the planning facilitators from the Governor.

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APPENDIX B
“SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA’S SYSTEM OF COMMUNITY COLLEGES”
TIMELINES

June 5, 2001	Jan Friedel and Ted Stilwill met with Rob Denson, chair of the Iowa Association of Community College Presidents and president of Northeast Iowa Community College, regarding statewide coordination of responses.
January 17, 2002	Progress report made to the State Board of Education and Community College Council.
August 1, 2002	Progress report on first year of implementation to the State Board of Education and Community College Council.
August 2002	Copies of progress report sent to members of the Stakeholders Working Group.
January 2003	Amendment to plan: Goal 5 added.
August 14, 2003	Second annual report to the State Board of Education and to the Stakeholders Working Group.
August 12, 2004	Third annual report to the Community College Council, to the State Board of Education, and to the Stakeholders Working Group.
May 12, 2005	Progress report made to the State Board of Education and to the Community College Council regarding Goal #5—Community College Activities to Recruit and Retain Under-Represented Groups in All Programs.
August 12, 2005	Fourth annual report to the Community College Council, to the State Board of Education, and to the Stakeholders Working Group.

Rvsd.8/2/05--Iowa Department of Education